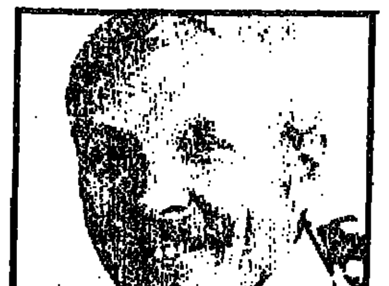
SUMMER DIARY



Gerald Haigh meets John Anderson (left), one of the sporting world's endangered species – an athletics coach who cares more about people than times

Clearing away the hurdles that confront the young athlete

Watching the fading World Championship heptathlon hopes of Judy Livermore as she followed up her superb high jumping by a series of no-throws in the javelin, I recalled the last time that I saw her. She had come smiling, very patient and modest, to present the cups and medals at our school's cross country meeting. What a good job she did, and what an example she still gives youngsters.

Judy is coached by John Anderson, one of the handful of top athletics coaches. When he was director of leisure and recreation in my home town, he offered much enthusiasm and support to our cross-country racers. I found it fascinating to talk to John on his return from Helsinki.

A Scotsman, and an ex-teacher himself, his attitude to athletics and to sport is transparently enthusiastic. Although athletes coached by him have won honours at every level, he still cleaves strongly to the values which should guide every games teacher. At the base he believes that coaching means not the Svengali-like creation of a single-minded sporting automaton but the development of a healthy, balanced person, and that the athlete to be most admired is not so much the one who performs best, but the one who makes the greatest personal commitment and progress.

Anderson has a beguiling faith in human nature, and an unflagging commitment to those qualities of courage and all-round sportsmanship which sometimes seem to be disappearing under an avalanche of pills, pound notes and petty whingeing.

Is he optimistic about the future of athletics? "Sure!" he says, looking surprised that anyone should think otherwise. "Because I am optimistic about people!"

As he talks, Anderson sometimes apologizes for sounding trite. He [illegible] and effectiveness, then teachers can rest secure in the rightness of helping young athletes into the sport.

I talked to Anderson because I am interested in how young people begin in sport. One problem lies in the gulf between schools and amateur sports clubs. We all know of the boy who plays rugger for his school on a Saturday morning and soccer for his club the same afternoon; or the girl who finishes a gruelling cross-country race at mid-day and then swims in a club championship a few hours later. Many thrive on it, but I sometimes wonder if enough communication goes on.

unflagging commitment to those qualities of courage and all-round sportsmanship which sometimes seem to be disappearing under an avalanche of pills, pound notes and petty whingeing.

David Moorcroft, world record holder at 5,000 metres, is one of Anderson's protégés. True to the principles which he and John Anderson share, David Moorcroft works hard as director of the Coventry and Warwickshire awards trust, a charity which aims to provide sports activities for inner-city youngsters.

He supports the way youngsters enter sports in this country, but sees limitations. "The schools system in athletics is extremely good," he said. "But what concerns me is continuity for those who leave school. We need ways of bridging the gap."

Moorcroft is an example of a sportsman for whom the British way worked. At school – Woodlands, in Coventry – he was a good, though not exceptional athlete. In a system such as that in the United States, which is based upon the high school and college, he may well have faded from view. With the long-term backing of to mature and become the archetypal athletic late developer.

The gap between school and club sport is just one place where a talented youngster might be lost. Another gap appears when a sporting performer reaches above club level and starts to take on a tinge of gold. Then it costs more to travel to more events and to use more suitable training facilities. Also the performer may need better equipment. The Sports Aid Foundation was started eight years ago to plug this financial hole.

An off-shoot of the Sports Council, the Foundation receives no direct government finance but runs fund-raising activities through industry, local government and the public. The national body helps those who aspire to international competition, and 10 regional foundations respond to applications for help from sporting performers within each region. Criteria for grants are based upon performance and need, but the competitor has to be at the top in his or her sport at the appropriate level.

Each regional foundation has a governing body and an honorary administrator. Phil Edmundson, the administrator for the East Midlands, clearly finds much satisfaction in helping aspiring champions such as Debbie Plumtree, an up-and-coming racing cyclist.

Debbie is 18 years old, an orphan who does two jobs to finance her cycling. The foundation negotiated help from Avia Watches and T I Raleigh to give Debbie new racing bikes. Her problem was her "diddy" dimensions – at only 4ft 10ins, Debbie needed a made-to-measure machine and they come expensive. Raleigh made one for her which is the smallest adult racer the company has ever built.

Another young competitor helped by the SAF is Brett Hodgkinson of Billinghay, Lincolnshire. In 1978, Brett, then aged nine, went to the Lake District on holiday. One day he had a go at water skiing and to his surprise he skiied all over Lake Coniston at the first attempt. Now he is in the British team B squad and last week was in Ireland competing in the European youth cup.

Water skiing is expensive, what with travel, boat time and jumping skis at £1,000 a throw. Brett's mother, Mavis, said, "It's thanks to the Sports Aid Foundation that we can keep Brett on the water." Mavis is a proud mum, who as a result of a chance occurence on a family holiday has found her family thrown into a way of life they hardly could have imagined.



Judy Livermore: sets an excellent example for young athletes to follow.



David Moorcroft: one of John Anderson's star protégés.

● *Last week a gremlin crept into the column and the expression "splatting sawdust" appeared, when what had been intended was "plaiting sawdust". This activity, together with "wriggling pepper", was used in my family to describe any puzzling and difficult activity. Where they came from I know not, but I am discovering gradually that most of our catch phrases originated with the greatest of all Northern comedians, Frank Randle. Perhaps these did, too.*

Dread day

Dateline: Thursday, August 18, 11 am. A group of sixth-formers, my eldest daughter among them, approach with terror and forced jocularity the front door of our local comprehensive school. Their mission – to retrieve and peruse their A-level results.

What did not help them on this terrible journey, beside which Shackleton's crossing to South Georgia in an open boat pales into insignificance, was that the first living soul they espied was a boy slumped on a wall in tears. If I was in charge of the world such things would not be allowed to occur – which proves nothing I suppose except that I am not a fit person to be in charge of the world.

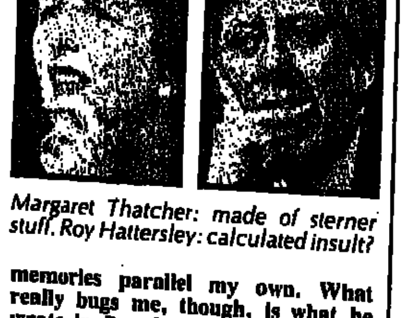
In the end all was well and our house was soon filled with mildly hysterical young people. I sat in a corner trying to look avuncular, but all the while there was the vision of that weeping lad . . .

Christopher Price, former chairman of the Commons Select Committee on Education, Science and the Arts, will contribute the Diary for the next five weeks.

Seeing eye to eye with Mrs T at last

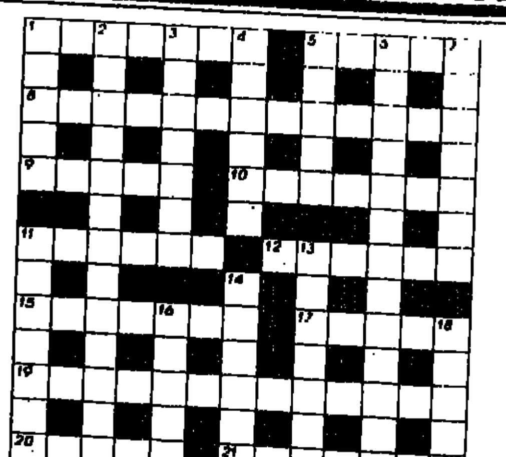
I now share something with Margaret Thatcher (in addition to a finely honed sense of destiny). In 1968, I had the same eye trouble which has just beset her and the same operation. She has apparently borne it with considerably more bottle than I displayed. For weeks afterwards I was a fearful recluse, conscious of every spot and twinkle in my field of vision. Had flying saucers landed at my feet I would, reversing the usually accepted order of things, have immediately assumed that some dire event had occurred within my own right eyeball, and repaired hastily to my long suffering surgeon. Mrs T though is clearly made of sterner stuff, and has no doubt already decided that all whirligigs and dancing dots are something to do with the Arts Council and can therefore be safely ignored.

☐ I can forgive Roy Hattersley a lot. After all, he is a fellow South Yorkshireman and many of his childhood memories parallel my own. What really bugs me, though, is what he wrote in *Punch* about *The TES*. He commented on the "wealth of literary talent hanging around our colleges and universities waiting to write the odd freelance article". So what about those of us who hang about in schools, Roy? Or was it a finely calculated insult? The thought keeps me awake at night.



Margaret Thatcher: made of sterner stuff. Roy Hattersley: calculated insult?

No 115 CROSSWORD by Rufus



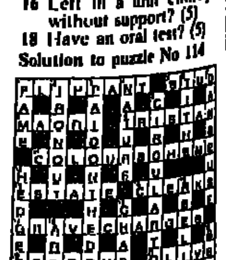
Across

1 Looks at with respect (7)
5 Speed of agency typist with a circular letter (5)
8 Two card-games one may come across (7-6)
9 Take vain steps to provide support (5)
10 Show sluggishness, i.e. train sloppily (7)
11 A legal term (6)
12 One may find a free love arrangement in these islands (6)
15 A second coffee maybe (7)
17 Designed by Manet, perhaps? (5)
19 Key men in the penal system (6,7)
20 Ring in the nose as a halter (5)
21 Unusually angered and upset (7)

Down

1 Experienced bell-ringers will know them (5)
2 Commander-in-chief realising some changes are necessary (13)
3 An early caller (7)
4 Naturally as bright as can be (6)
5 Growing source of fuel found in a Scottish isle (5)
6 In this way men are trained for the sea (13)
7 Work in the theatre? (7)
11 Used to make a lock fast, or to pick it (7)
13 Possibly married someone who thought a lot of you (7)
14 Good chap got into debt, got put away (6)
16 Left in a unit entirely without support? (5)
18 Have an oral test? (5)

Solution to puzzle No 114



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UNIVERSITY OF JORDAN Amman Jordan

Government boosts cash pay-offs for teachers

by Richard Garner

Redundancy payments for teachers and college lecturers are to be increased significantly.

Under a new system for calculating their pay-off all local education authorities will be considered as one employer.

This will mean, for example, that a teacher who has been in a particular job for just two years when made redundant, but employed in the state sector for 35 years, will now be given a handshake based on 35 years' rather than two years' service.

The Government has introduced the new law – which was agreed before the summer recess – in the hope of persuading local government employees to accept redundancies.

Teachers' union leaders, too, have been pressing for the changes – while reaffirming that they will fight compulsory redundancies.

However, the new law has led to some lecturers being told they will lose promised pay-outs of up to £10,000, because they have found other jobs.

In Staffordshire, four further education lecturers have been told they can no longer receive redundancy payments. One is already purchasing a new home near to his new place of work on the strength of the redundancy promise.

Their case is being taken up by the college lecturers' union, the National Association of Teachers in Further and Higher Education, whose assistant secretary in charge of conditions of service and training, Mr Jim Munnery, believes there could be lecturers working for other authorities in the same position.

NATFHE is trying to negotiate a settlement with Staffordshire and says the authority may ask the Department of the Environment to waive the new order in the case of these lecturers. Another solution could be to give the lecturers a break in service – the order provides for redundancy payments to be made if there is a break of at least a week between ending one job and taking up another.

The NUT believes it will not be difficult to get authorities to agree to a break in service since it will mean that the teacher's new authority would then be exempt from making a massive redundancy pay-out in the event of it having to declare the teacher redundant.



On the Fringe

A-level drama students from Brooklands Technical College, Weybridge, in Brecht's *The Resistible Rise of Arturo Ui* on the Edinburgh Fringe this week. The production is directed by Jonathan Holloway, who is in charge of drama at Brooklands and runs his own professional theatre company, Red Shift.

Picture: Simon Grossel

Six colleges under threat

by Biddy Passmore

Nonington College of Physical Education, in Kent, once before threatened with closure because of teacher training cuts, is now at risk again because of draft plans for next year sent out by the National Advisory Body for Local Authority Higher Education (NAB).

It is one of "some half dozen" colleges where projected cuts in student numbers and funds are so severe that they face closure or merger.

Another is Hertfordshire College of Higher Education (formerly Wall Hall College), which has been advised to work "under the auspices of Hatfield Polytechnic". And one inner London art college – Camberwell, Central, Chelsea or St Martin's may close.

But Mr Christopher Ball, chairman of the NAB board, and Mr John Bevan, the secretary, stressed this week that the plans just sent out are strictly provisional: a period of consultation will follow, after which the proposals must be approved by NAB's board and committee and then forwarded as "advice" to Sir Keith Joseph in November.

One factor that could change the figures is the amount of money allocated to local authority higher education next year. The plans assume it will be the same as this year – £560.6m – but NAB has asked the Education Secretary for £25m more and awaits his reply.

If the figure stays at £560.6m, the intake to polytechnics and colleges will be cut by between 5,000 and 10,000 next autumn and institutions will have 13–14 per cent less to spend on each student. The overall number of students would still be up by 5.8 per cent because of the bulge in second and third year students.

Contrary to some reports, the polytechnics have emerged quite well out of the allocation of student numbers. Twenty-five out of the 29 covered by NAB are being offered a higher student total than they had last year and, of those, 20 are being offered more students than they bid for. Six polytechnics – Bristol, Teesside, Plymouth, Preston, Leicester and North Staffordshire – are set to receive both more students and extra money next year.

That is largely because the shift in subject balance ordered by the Education Secretary away from arts towards science and maths tends to favour the polytechnics.

But the non-polytechnics will get an increase in sub-degree and part-time work, where they came up with most of the bids. The number of students on sub-degree courses is to rise by 8 per cent over last year and the number of part-time students by 7 per cent – the equivalent of 6,000 full-time students.

There will also be a regional shift, with London and the South East losing most heavily and East Anglia gaining most students and funds.



Power pack

Pupils could soon find themselves acting out trade union negotiations in the classroom.

The TUC's General Council says that "substantial progress" has been made in developing new teaching materials which will give pupils more idea of the role of trade unions.

A teaching pack will be made available to teachers, trade unionists and young people later this month containing case studies and role play exercises.

The TUC's annual report also says the amount of time spent on trade unions studies has been growing in some areas, with teachers and trade unionists jointly producing industrial relations courses for fourth and fifth-year pupils.

Tough line urged on intruders

An upsurge in the number of intruders on school premises is prompting leaders of the National Association of Head Teachers to press the Home Office to take action.

The association's national council meets next week to discuss the problem of trespassing on school grounds, which inevitably leads to a growing threat of violence in the playgrounds.

Mr David Hart, general secretary, said headteachers felt there had been a "very considerable increase" in intrusions.

These ranged from young people with nothing to do, drunken people and others posing as council employees and stealing items from the school.

In one case in Birmingham, a primary school girl was raped in the school toilet before the end of lessons.

He said the NAHT was likely to urge that the maximum fine of £50 for an intruder on school premises introduced by the 1982 Local Government (Miscellaneous Provisions) Act should be increased.

It felt also that local authorities should commit more resources to help strengthen security "by ensuring there are enough human bodies doing supervision at times when pupils are out and about in the grounds."

Richard Garner

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TIMES PAST — THE TIMES

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COMMENT

Sweeping up the school-leavers

As term begins next week in most of our schools, that latter-day alternative/extension to our education system, the Youth Training Scheme, will also open on Monday with its official first-year intake.

After all the fighting and arguing and last-ditch resistance to various of its manifestations, there is no doubt now that this vast new training juggernaut, designed to sweep up most to-year-old school-leavers for at least a year, will lumber into place as a bridge between school and work that could put down permanent foundations.

It deserves all the good wishes it can get. Nothing on such a scale, put together at such necessary speed, could be expected to work out smoothly or even satisfactorily everywhere, however much money is thrown at it. There will continue to be examples of exploitation, complaints about privatization, fears about the quality of education and training offered, and allegations that employers are picking and choosing to the detriment of the leavers most in need of training.

But after all, the doubters made the same gloomy prophecies when the Youth Opportunities Programme was ambitiously flung together only five years ago, and their doubts were only justified in a minority of cases. Until YOPs were overtaken by the speed and nature of the rise in unemployment, they were in many places a godsend to a wider and more difficult clientele than even the MSC had believed possible, and for a while channelled a high proportion of trainees into full employment.

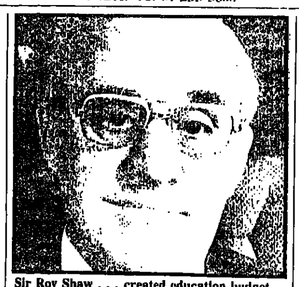
The wide-ranging aims of YTS will be even more difficult to attain, and have met far more political resistance, some of it justified. But it is vital for the whole country that such a major initiative should succeed and, in spite of a long-sustained grumble, it looks as if the unions have accepted now that cooperation is inevitable and necessary. As the TUC general secretary, Mr Len Murray acknowledges (page 10), although it would not be easy to achieve the objective: "The YTS can represent a major step towards ensuring that all young people, on leaving school, have the opportunity to acquire a sound preparation for working life on which to build their future careers."

Cooperation must equally be accepted as necessary in the education sector, but that does not rule out the pressing need for constructive thought about future developments in education and training for the 16 to 18 age group. The unemployment crisis and the ability to seize financial control of policy-making have combined to allow the MSC to gallop away with the training initiatives for the age-group. But as observed on our foreign pages this week, the parallel development of YTS with the full-time school and further education system creates an artificial divide which cannot be allowed to continue indefinitely.

It is up to educationists now to press on the Secretary of State (if he does not accept the need to call for proposals himself) dynamic ideas for ensuring that schools, further education and tertiary colleges put some emphasis back on education in the education and training equation.

The arts at arms length

There are times when that hackneyed phrase "at a turning point" becomes hard for even the most cliché-conscious commentator to avoid: in relation to the arts in Britain its use at present is particularly apt. Two major threats to the fragile status quo were spelled out in a valedictory article originally written for routine Arts Council publication by its outgoing Secretary-General Sir Roy Shaw: the article was subsequently vetoed by the council's chairman Sir William Rees-Mogg and finally published last Sunday in *The Observer*.



Sir Roy Shaw . . . created education budget

Those threats are, of course, financial and political. As Sir Roy said, and as a specially commissioned Government report on the Royal Shakespeare Company and the Royal Opera House will shortly corroborate, the arts in Britain are seriously underfunded; for the labour-intensive sectors of the theatrical and musical worlds the future looks decidedly bleak. The appointment of Lord Gowrie as Arts Minister seemed at first blush a promising boost for his new fiefdom, but it is becoming clear that his responsibilities as a Treasury spokesman in the Lords may fatally inhibit his capacity to fight for funds.

Sir Roy's fear that the Arts Council may be driven in an explicitly Tory direction is well-known, and there is already some writing on the wall to this effect. His young and relatively-untried successor, Luke Rittner, will now have the daunting task of convincing the world that he will not merely carry out policies determined by his chairman or even by Number 10, and we must join Sir Roy in wishing him well.

The spectre of a Tony Banks-style leadership some time in the future ("all art is political") should not deflect attention from the more insidious sort of censorship many Tories would love to impose. The "arms-length" principle may sound pious and woolly but, implemented as it was by Sir Roy, it guaranteed a state of affairs as near ideal as could realistically be hoped for.

One of Sir Roy's achievements for which we in particular must be grateful is his creation – despite passive resistance from his colleagues – of an education budget, one of whose fruits is described on page 23. The size of this budget is risibly small, but over the next year or two it might nevertheless act as a significant barometer. Mr Rittner, we shall be watching you.

NAB slams more doors

It is too soon to comment on the full complexities and rationale of the National Advisory Body's proposals for imposing controls – financial and otherwise – on the sprawling expansion of public sector higher education, but the thrust is clear enough. NAB has been doing the job it was primarily set up to do in the wake of a similar UGC exercise two years ago.

At that time the brutality with which the University Grants Committee imposed cuts on courses and student numbers in accordance with Government financial policy was made all the harder to accept because the exercise could only take place on one side of the binary divide. Now rationalization and misery are to be evenly spread across the sectors though not, once again, within them.

The NAB team has learned a thing or two from the effects of the UGC's arbitrary methods, and its own are both more open and subject to consultation. They also seem to have gone further in accepting that the logic of the calculations pointed to some closures.

The exercise was inevitable within an economic and political context that is not going to disappear, and some shake-out was overdue. But the two-year respite when the polys and colleges could mop up the victims of the UGC cuts is already ending. In spite of Christopher Ball's hopes that access might be maintained as well as quality, by next autumn more doors are likely to be closed for many 18-year-olds.

Second opinion

Not quite publish and be damned

A sample was published of the reactions of some head teachers of inspected schools to the publication of Her Majesty's Inspectors' reports (*TES*, August 12). Here follow the comments from someone concerned from another angle of educational observation.

As inferred in the leader article, the dust has now settled: the replies from education authorities to the first batch of published reports have been despatched and the whole process is therefore set fair to move from the experimental to the customary practice stage. Leeds has recently replied to the two published reports so far received on its inspected schools, one a secondary and one a primary school, and a natural break presents itself for taking stock.

As a chief adviser working for an l.e.a. and therefore daily observing schools at work, I had been particularly curious to know what the effects of publication of reports on inspections would be. I think that caution is the natural response to any line of action which, no matter how irreproachable its intention, in the event may make it harder rather than easier for schools to improve and enliven their performance: experience has taught many of us the risks which can be involved in courting publicity as an ally for a cause.

What is clear is that all those concerned, either directly as teachers in the schools inspected or less directly as governors or officers and advisers of the l.e.a., unanimously recognize the impeccable professionalism, refined expertise and remarkable perspicacity shown by the Inspectors in carrying out their inspections. Of course, these qualities characterized

HMI reports

inspections undertaken before the decision to publish was made so in this no change has been noted. The decision was clearly not quite one to publish and be damned, however, because like some of your commentators, we too have found the style and slant of the reports have both subtly changed, and we agree that more of their content now seems to be aimed at the l.e.a. rather than at the school. However those of us working at local level have not found the information quite so riveting as it appears to be to your leader-writer because, of course, we knew most of it already.

Before our responses were sent off to the Department of Education and Science, the governors and representative elected members spent several hours discussing each report and this certainly marks a break with earlier custom.

Such questing and sympathetic discussion is an inestimable boon in itself, as rarely has it been possible in the past to persuade such groups to spend so long discussing the curriculum, teaching approaches and managing strategies of a school. Those concerned clearly found the experience both absorbing and rewarding, and they were free of the usual nags of conscience urging them to justify such expenditure of time, because, after all, the Secretary of State himself had told them by implication to do just this.

There were certainly one or two instances in the reports indicative of the benefit to be gained when a fresh eye takes a look at surroundings which have become overly familiar to their users. Simple adjustments were suggested and have been made, so simple that they were a reminder of how easy it is to take for granted the inconvenient and undesirable, without pausing sufficiently frequently to question whether present circumstances still dictate that they need to be like that. At the end of the discussions, however, all the participants reluctantly had to recognize, as they have to do when dealing with similar requests locally generated, that present day realities put severe restraints on their ability to respond quickly by providing additional costly resources.

Similarly, from our various standpoints we all again came face to face with the limitations encountered when attempting to effect shifts in attitudes, approaches and aims of those few teachers so firmly ensconced in protective shells that they are as impervious to the strictures and blandishments of HMI as they have been in the past to those of the rest of us. Nevertheless, it did no harm to analyse the problem again, and to stiffen and encourage each other's resolve to continue our efforts to sweep out familiar dark corners, starkly exposed afresh for a moment by the revealing beams of HMI's new publishing torches.

My remaining comments concern the interesting and unexpected reactions to the reports from members of the public because they, rather than elected members of an education committee, are the ones to whom the information in the reports could have been expected to seem novel and enlightening.

Our experience of parents' reactions definitely does not bear out Virginia Makins' statement (*TES*, August 12) that secondary heads are by far the most exposed by the new policy. The demands being made on primary schools are increasingly sophisticated and the investigations by parents of what is on offer become ever more searching. Therefore, the exposures of published reports can make those employed in the primary

HMI reports

sector feel very twitchy about the image they find they have been given in the market place.

Set against that reaction, however, I have to say that as yet there is little evidence in Leeds that the full reports, though widely available and free of charge, are proving quite as addictive as the latest Mills and Boon publication or even as the colour supplements of the week-end press, and they certainly seem for most citizens to lack the irresistible character of *Coronation Street*. Only one member of the public asked our information officer for a copy of one of the reports after summaries and comments on both of them had appeared in the local press, and copies collected from the schools have been taken up by teachers rather than parents.

The press summaries and comments on the other hand have certainly been read and noted. Queries have been raised by members of the public and comments on the press reports have been overheard in local hostelries and social gatherings: these clearly indicate that twos and twos are being added together and made into very curious sums indeed about other schools in the same areas as those inspected but not so far receiving the same attention from HMI. All sorts of odd deductions and assumptions are apparently emerging about these schools simply because no public comment has been made on them. Therefore, having expected to be seeking ways to protect inspected schools from possible misunderstanding of remarks taken out of context from the reports, we find ourselves instead with the task of defending uninspected schools from conclusions wrongly drawn in a contextual vacuum.

If the Inspectorate have not actually named you to the world and declared that you are good, then the world may wrongly conclude, not that you are merely uninspected but that you are, by silent implication, bad. One response to HMI's reports, therefore, is that the rest of us have also been pushed into the publicity-seeking game in an effort to ensure fair play and set the records as straight as we can make them for all.

B J Howe

B J Howe is Assistant Director of Education (Advisory Services) for Leeds.

NEWS

Demand for YTS places about to be tested

by Philip Venning

The Youth Training Scheme, which could effectively raise the education and training leaving age to 17, starts next week with plenty of places but doubts about its appeal to the young.

The Manpower Services Commission estimates that of the 371,000 places now available, only about 90,000 have been taken up so far.

In spite of the low take-up, officials are confident that with the exam results in, and the hot summer ending, thousands of young people will realize the YTS is more attractive than life on the dole.

Some individual schemes are likely to be much in demand, particularly those where the employer has agreed to top up the £25 a week allowance for YTS. The British Airports Authority, for example, has reached what is seen as a model pay deal with the Civil and Public Services Association to pay 20 trainees £42.93 a week.

Until recently CPSA was one of several public service unions that were hostile to YTS, contrary to the advice of the TUC that unions should cooperate (see page 10). But earlier this week it was among other Civil Service unions that lifted their ban on the scheme and held discussions on 4,000 places in Government departments.

However, opposition from local government unions has caused at least one local authority, Kent, to abandon its plans to take on 500 school leavers.

In Essex the National and Local Government Officers Association (Nalgo) is continuing to block a scheme to employ 66 young people in county libraries and in clerical work on the grounds that YTS may create a pool of cheap labour that will undermine permanent jobs.

The difficulties over small, individual schemes are likely to be less worrying to the MSC now that it is clear that many big firms and training organizations are committed to YTS.

The Construction Industry Training Board, for example, has received one of the biggest contracts – to provide about 20,000 places for £41m. The Post Office last week signed an agreement to provide 4,000 places. Two thirds of the places are being offered by industry, the rest by voluntary agencies and local authorities.

Polys forced to reject able applicants

by Biddy Passmore and Susannah Kirkman

Many sixth-formers with good A levels will find themselves without a higher education place this autumn, as the polytechnics find it increasingly difficult to mop up those who have failed to get into university.

The pressure is greatest in arts subjects, where many courses are already full. Eighteen-year-olds who failed to insure against a university rejection by applying to a polytechnic before the results came out are being astounded by the high grades demanded.

"Five or six years ago, we were grateful for what we could get, but now we're in a position to say what we want and get it," a spokesman for Trent Polytechnic said. At least two Cs were needed for any degree course.

The scramble is made more confusing – for both would-be students and polytechnics – by the lack of a central clearing house for applications. Polytechnics have to guess how applicants will fare not only with universities but also with other polytechnics. A central clearing house has now been agreed in principle, and is likely to start operating in 1986.

For this autumn, "a run on humanities" is reported, with many courses, such as those at Middlesex and Brighton, already full, and the others disappearing very fast.

Business studies have also been very popular. Oxford Polytechnic, for instance, has 3,000 applications for 50 places. But there are still some places left at Trent (where applications rose by more than a third) and on the HND courses at the Polytechnic of Central London. PCL also has places left on degree courses in computing and information technology, building, architecture and law. But City of London Polytechnic has no places left at all.

The information technology revolution has also been reflected in higher applications for IT courses. At Brighton Polytechnic, the computer studies course is full "for the first time ever" although there are still vacancies on a new course: micro-electronics and information processing.

There are also places available on many engineering courses. Brighton, for example, has vacancies in civil and electrical engineering. PCL in civil and mechanical engineering and Trent in all branches.

For the unexpectedly successful – or ever-hopeful – the clearing house run by the Universities Central Council on Admissions is now in full swing. But the number of vacancies notified this year is thought to be slightly down.

Salford University, for instance, now has only a few places left in physical sciences and metallurgy. Applications this year were up by 11 per cent, to 11,000 for the 910 places available, and grades about one point higher. "The average grade requested used to be Cs and Ds; now it's Cs with Bs", a spokesman said.

At Bristol, the university has just about filled its 1,780 places and "only a handful" have still to be settled. Successful applicants for engineering had to get As and Bs this year. And As were virtually compulsory for veterinary science, where there was an astonishing 30 applicants per place. Even the less popular subjects, like sociology, had eight applicants for each place.



Grade 'A's all the way . . . Manjusha Kent, a pupil at the North London Collegiate School for Girls, with the proof that she has gained grade A in all 11 subjects she took at O level.

Picture: Mike Goldwater/Network

Union demands inquest on 'overpriced' repairs

A teachers' union is to ask Birmingham City Council for a full statement over alleged irregularities in money spent on repair work carried out in city schools.

Mr Paul Rodbourn, the health and safety officer for the National Union of Teachers in Birmingham, said that teachers had been concerned that money was being wasted on maintenance work, with some of the work appearing "overpriced" and the workmanship "shoddy".

He added that Birmingham had devoted scant resources to school maintenance. "I intend to try and push to see what's going on if we don't hear something from the council soon," he added. The authority has a safety committee for schools which meets once every term.

Birmingham City Council said an investigation had been carried out, as a result of which an employee in the engineering department had been suspended from duty and is now facing disciplinary proceedings.

It is understood that the authority overspent by £1.5m on its school repairs budget last year.

A spokesman for the city solicitor's office said he could not go into the reasons for the disciplinary proceedings until they had been completed. He added that the police were not involved in the investigation.

In the past, maintenance work was carried out by the education department's own maintenance staff but this responsibility was transferred to the city engineer's department after local government reorganization.

A tale of two books too many

Pupils who spent two years studying two books which were not on the English literature syllabus have passed their O level in the subject.

The 23 pupils, from Oaks comprehensive school, Barnsley, studied six books including *Huckleberry Finn* and *My Family and Other Animals* by Gerald Durrell, which were from the previous syllabus, by mistake.

Mr Tony Kent, the school's headmaster, said that the examination – set by the Associated Examining Board – required the pupil to study a minimum of three books. Only one pupil failed the exam.

Micro games 'aid maths'

The use of computer games such as Space Invaders can stimulate schools' maths teaching, says a discussion paper by HM Inspector, Mr T J Fletcher.

It was easy to say that game playing should not take place during lessons, but this ignored the immense excitement that it generated with children, he says. The problem for teachers was to translate this into more educational activities.

He adds: "For some young people the playing of computer games may be no more than a mindless addiction, but there is much more to games than this. Of their own accord many pupils pass on to the editing of games, to their modification and movement . . . games programs often involve computing techniques well beyond an O-level computer studies course."

However, there are dangers in the addiction to computer games, Mr Fletcher says. "They can make disproportionate demands on time and resources and some schools have found that the time comes when games have to be severely controlled or even prohibited."

Computers were also a useful way of providing practice in simple drills such as elementary arithmetical and algebraic skills. Though many doubts had been raised about this function it was clear that teachers would use it carefully. So far it had been successful, but it was essential that practice drills were closely related to the pupil's stage of development.

"Modern microcomputers are much more likely to provide a satisfactory vehicle for programmed learning; but so far there is no evidence from the classroom that programs providing direct instruction in mathematics to individual students have made any impact, or that they are a promising way forward.

"Some current programs keep records as pupils use them and enable teachers to have an up-to-date list of their pupils' achievements. Some use of this has been seen in schools where the teachers were involved in the design of the programs, but this is one of those facilities which have not always transferred well to other schools."

Most exam courses in computer studies were now out of date, and took little account of microelectronics, Mr Fletcher says.

"They do not encourage practical application of the new technology. Courses often deal in a superficial way with social implications which require a greater sophistication than is exhibited by the majority of 16-year-olds. The emphasis is mainly on theoretical applications of computers with particular emphasis on automatic data processing, so that it is possible for students to pass without programming or even coming into contact with a real machine."

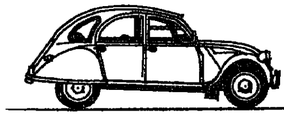
Though the possibilities for using computers in secondary schools were immense, the issues were highly complicated in primary schools.

"As suitable programs are written many new uses may develop, but only comparatively few children of primary age have so far shown the ability to forge ahead with confidence and use the computer for their own purposes.

"In the near future it is doubtful if even a majority of primary schools will have teachers with sufficient confidence to help children to develop in their own way. There is no value in children simply struggling with techniques at this stage. It is a further problem that if programming is started in the primary school there may be no guarantee of adequate follow-up as the children move on to secondary school."

Microcomputers and mathematics in schools: a discussion paper by T J Fletcher, HMI. Free from: Publications Despatch Centre, DES, Honeypot Lane, Stanmore, Middx.

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PLATFORM



Young teachers and the importance of individual attention

Will INSET ever be something special?

Robin Jackson warns that a decision to end initial teacher training courses in special education runs counter to Warnock and could deprive the system of the commitment, drive and determination of some of the best young recruits.

Of the three priority areas identified by the Government Committee of Inquiry into the Education of Handicapped Children and Young People (Warnock Committee), the single most important area was teacher education and training. It was accepted by the committee that a significant improvement in the education received by pupils with special needs could only be achieved through an expansion and improvement in teacher training. It is, therefore, a matter of particular concern that a decision may soon be taken – or indeed has already been taken – to discontinue initial training courses in special education (ITSE). In future, it appears that all training under the title "Special Education", will be provided through the INSET programmes.

Concern arises from the fact that little effort has been made to consult those responsible for ITSE and that such a decision runs counter to the Warnock Committee's own assessment. The committee recognized that general courses with a specialist bias, such as those for teachers of severely educationally subnormal pupils, are helpful in enabling students with a high level of commitment to teaching a particular group of children to start to specialize straightaway. It was further acknowledged that ITSE have been a means of attracting candidates of good intellectual and professional ability to work with severely handicapped children. The committee concluded that the present initial training courses which specialise in the teaching of such children have helped to create a body of suitably qualified teaching staff and "we would not wish to suggest that they should be discontinued".

What the committee did assert quite unambiguously was that, as a general principle, it would be undesirable to afford opportunities for specialization in special education in initial teacher training to such a degree that teachers completing their training were qualified to teach *only* children who required special educational provision. But that is quite a different issue.

One argument that is sometimes heard in support of the idea of discontinuing ITSE is that young students lack personal and professional maturity. Another is that such students, while highly motivated, tend to be less intellectually able. These views are quite contrary to our experience at King Alfred's College, where an ITSE course has been provided since 1970, the year in which the DES assumed responsibility for the education of ESN(S) pupils. Our BEd degree course contains an optional element for students wishing to teach pupils with severe, moderate and mild learning difficulties. Experience gained over these 13 years has shown that it is possible to provide an adequate preparation and training for most students wishing to take up a first appointment in a special school.

In recognition of the fact that a teacher of pupils with special educational needs should have a sound knowledge of normal child development and the ways in which such children learn, a course has been designed to achieve that end. During the first year students follow the normal BEd course and undertake their school experience in an ordinary school. Opportunities are however offered for students to establish links with handicapped children in hospitals, hostels and family homes.

During the second year, students taking the special education option begin a study of the field of handicap, while still following the programme relating to mainstream education.

Students who are not proceeding to the fourth (Honours) year have, by the end of the third year, been closely involved in examining the design and development of the curriculum for pupils with special needs. They have also been directly responsible for implementing teaching programmes in special schools. Students who proceed to the fourth year continue their study of handicap and examine special areas of interest (for example, transition from school to adult life). In addition, each student undertakes an individual study on a topic relevant to the field of special education.

The belief that IT students tend to be less able has, in our experience, little substance. Three out of the four students awarded First Class Honours in our first CNAA BEd intake were ITSE students. The notion that such students tend to be rather naive and unrealistic about the nature and consequences of mental handicap also falls short of the truth. Almost without exception these students have acquired knowledge and experience in the field of handicap, having worked prior to college admission, on a voluntary basis in schools, hostels and hospitals for the handicapped or through having a handicapped relative within their own family. Indeed, our admission procedure tries to ensure, as far as it is possible, that the students recruited have an appropriate background, abilities and personal qualities to make successful teachers in this professionally demanding sector of the educational system.

If, by the end of their course, there are any reservations as to a student's suitability to teach children with learning difficulties then these reservations are stated clearly in the final college report which is available to any potential employing authority. College also has, and acts upon, a professional responsibility actively to counsel such students not to pursue their wish to enter special education.

A cynic might be tempted to observe that King Alfred's College has a vested interest in defending this particular course. However, the most senior and experienced member of the i.e.a.s special education advisorate, who has no such vested interest, has put on record his personal view that our ITSE students constitute "an elite group whose subsequent performance [in the county] more than justifies retention of this special form of training".

It is very difficult to see how the discontinuance of ITSE can do anything to improve the quality of special education given the present Government's commitment to public expenditure cut-backs, particularly in education. In such a situation, i.e.a.s are going to find it very difficult to maintain, let alone contemplate, extending INSET provision.

There are a number of other problems in denying young teachers access to special education. First and most obviously, special education will be denied not only the enthusiasm, commitment and dynamism that young teachers bring with them but also the willingness to share new ideas and to experiment. Fifteen years ago I wrote in *The TES* (Scotland): "the recommendation, officially sanctioned [in Scotland], that a young teacher wishing to teach in a special school should complete at least three years in an ordinary school is shortsighted, for it deprives special schools of the drive, imagination and youthful idealism . . . so essential for invigorating any sector of the educational system". I have no reason to change that judgment.

There is a further difficulty. The majority of ITSE students that we recruit are women. Assuming an average age at graduation of 22 and three years spent in an ordinary school, the teacher wishing to transfer to special education will have reached the age of 25. But this is the point at which many women marry and start to raise a family. Not surprisingly a significant number leave teaching not to return until their mid-thirties. Some never return.

To be logically consistent, i.e.a.s should insist that re-entrants to the profession, after having spent five or more years "in the wilderness", familiarise themselves first with developments in ordinary education, before considering entry into special education. By which time the enthusiasm and determination of our would-be special education teacher may have weakened or evaporated. Such a scenario is not far fetched. Some years ago I drew attention to the fact that of the total of 711 teachers in special education in Scotland, only 55 (8 per cent) were under the age of 30. More than half were over 50.

Even assuming that there are the resources to support the development of new INSET courses in special education, what confidence can we have that they will select as carefully, train as adequately and assess as rigorously as ITSE courses. If it is the case, as some critics of special education have alleged, that special schools attract to them a disproportionately high number of poorly qualified, less professionally competent and less well motivated teachers, who within the ordinary school system stand little chance of professional advancement, then the withdrawal of ITSE could lead to an overall decline in teaching standards in special education. A careful reading of the Warnock Report, particularly in relation to the adequacy of the special school curriculum, makes it obvious that we have no grounds for complacency.

One brief and recent example may be sufficient to make this point. The claim has frequently been made that in the field of work preparation, special education has performed a pioneering role. This claim only has substance if it can be demonstrated that the work preparation actually provided is well conceived and executed. A recent study undertaken by Atkinson, Shone and Rees and described in *Special Education: Policy, Practices and Social Issues* (Edited by L Barton & S Tomlinson, Harper & Row, 1981) raises serious doubts. The operation of an industrial training unit in a college of further education was examined. The study revealed that there was no assessment of the trainees' abilities, aptitudes and interests, limited individualized instruction, no monitoring of trainees and no evaluation of individual or overall programmes. The most disturbing finding was the complacent attitude of the staff who, without ever questioning what they were doing or why they were doing it, assumed that they were providing a successful programme.

The authors concluded that their study exemplified a number of important issues which are to be found in many work preparation programmes which are purportedly designed to ease the transition from school to adult life. However, it is perhaps unrealistic to expect staff of an industrial training unit or indeed any special educational facility to have the ability to define and pursue effective programmes, if they have not received an adequate and appropriate professional training.

It is ironic, not to say extraordinary, that in the same year that sees the enactment of the legislative requirements of the 1981 Education Act the DES should seek to weaken the ability of the special educational system to meet its new obligations. A possible underlying reason for the proposed ending of ITSE may be the educational administrator's obsessive concern to simplify policy and provision. But the process of simplification does not in itself produce a better system.

If the DES is anxious that the decision-making process in schools be exposed to public scrutiny, through the periodic publication of HMI reports, it has a reciprocal obligation to be less secretive, more open and frank about its own deliberations. Unless, of course, it is embarrassed to reveal its thinking. From Delphic utterances on this issue dropped by HMI at conferences and meetings attended by special educationists, it would appear that confusion rather than consensus characterizes thinking at Elizabeth House. That confusion could so easily and quickly be dispelled through a reading of the relevant section of the Warnock Report.

Dr Robin Jackson is a principal lecturer at King Alfred's College, Winchester.

MODERN LANGUAGE TEACHING

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NEWS

Richard Garner previews the issues before the TUC at Blackpool

New line on restoring the cuts

TUC leaders feel there is little point in direct discussion with Government Ministers over the effects of education spending cuts on the service.

The TUC general council decision is revealed in the Congress annual report. It says that there is "little to be gained from making direct representations to an administration with such evident disregard for the quality of state education".

Ironically, their decision not to pursue talks with Sir Keith Joseph, the Education Secretary, comes at a time when trade union leaders are re-examining the boycott imposed on talks with Mr Norman Tebbit, the Employment Secretary, on his proposed trade union legislation. It is expected that next week's annual congress in Blackpool will vote for discussions with Mr Tebbit.

But on the question of education cuts, the annual report reveals, the TUC believes it can best pursue its objective of restoring the cuts through publicizing and winning support for its alternative economic and educational policies. It also says it must carry on supporting the work of the Education Alliance, a pressure group made up of various pro-education lobbies and trade unions.

The Alliance will be meeting in the autumn to review its position following the general election.

Meanwhile, the National Union of Teachers has tabled an amendment for discussion at Blackpool voicing concern over increased attempts to hive off parts of the education service to private contractors.

It points to the privatization of cleaning, maintenance and catering contracts, adding that the moves are depriving schools of "the commitment and support provided by caretaking, cleaning and catering staff who regard themselves as an integral part of the staffing of our schools."

The TUC and YTS, page 10

Philip Venning on the background to the bitter row that has erupted at Dartington

Parents blame head for crisis

Teachers at the independent progressive school, Dartington Hall, in Totnes, Devon, will be meeting in the next few days to discuss the most severe crisis in the school's controversial history. And parents are trying to arrange their own emergency meeting before term starts on September 19.

The crisis – which has led to the resignation of four teachers, has split staff and parents, and generated a fevered atmosphere of allegations and abuse – has arisen over disagreements about the management style of the new head, Dr Lyn Blackshaw.

Though the row has been building up since the middle of last term, it came fully into the open last week with the publication of a letter from Dr Blackshaw to all parents, stating that pupils had been involved in thefts, drink and drug abuse, vandalism and under-age sex. Some parents have described these charges as half-truths and exaggerations.

Dr Blackshaw, a psychologist who had been working in the United States, says he was appointed in January expressly "to move the school away from its isolation and bring progressive education into the 1980s".

Though his sternest critics agree that change was overdue, and that pupils should keep within the law, they claim that he has gone beyond his brief and is eroding the libertarian tradition of the school. He is also on his own admission, being more selective over the children he allows in.

In turn, he says that any changes, particularly in a school like Dartington, are likely to produce hostility. He claims overwhelming support from parents, and singles out a small group of staff, and "pampered" children, as the main source of opposition.

The origins of the row came last term when Dr Blackshaw summarily expelled four pupils, including two caught stealing and selling books from the library – overriding a tradition that disciplinary measures usually entailed warnings and counselling.

Police also visited the school at the end of last term and charged several pupils with drug offences, though Dr Blackshaw vigorously denies that he called them in. The term ended with an anguished staff meeting, as a result of which the trustees appointed a committee with a brief to try to reach agreement on a range of issues, including timetable and curriculum changes, to be put to a staff meeting this month.





● **Above: the grounds at Dartington Hall and (right) head Lyn Blackshaw . . . appointed "to bring progressive education into the 1980s"**

It was during this period of mounting tension that Mr David Gribble, head of the junior school for 20 years, and Mrs Maggie Giraud, a part-timer, resigned, though neither will give specific reasons for their decision. This week it became clear that two housepareents had also resigned.

As part of his reforms Dr Blackshaw says he wants more achievement, but still within the overall context of progressive education. "Some progressive educators are pure romantics. They believe in the natural development of the child. I'm more of an interventionist."

But his critics, who refuse to be named, claim that his "impersonal managerial style" is unsuited to a school with an informal tradition.

Dartington Hall, one of the most expensive private schools in the country with fees approaching £6,000, was founded in 1925 to provide education without repression. In his letter to parents Dr Blackshaw says he expects pupil numbers to fall this term, and implies further staff cuts.

The equality of outcome

by Bob Doe

Mr Roy Hattersley, a leading contender for the leadership of the Labour Party, has called for massive new investment in education and welfare services for the less well off and measures to curb the privileges of the rich to offset growing inequality in Britain.

At the annual meeting of the British Association for the Advancement of Science last week, Mr Hattersley spoke of the divisions and inequalities "often of a quite gross kind" revealed by recent social surveys.

The belief that something called "equality of opportunity" could be created without equality itself was a mistake. He called for "a conscious attempt to equalize advantage, to compensate the underprivileged and to limit the ability of the rich and powerful to exploit their riches and power" – what he called "equality of outcome."

Speaking to the association's education section presided over this year by Mr Stuart Maclure, editor of *The TES*, Mr Hattersley gave his personal political philosophy as it applied to education.

"The working class are still grotesquely under-represented in the universities and polytechnics. The resources spent on higher education are disproportionately concentrated on the middle classes," he said.

Class differences were institutionalized. "Free collective bargaining and the public schools, the private sector of the health service and the conditions of our inner cities, the immigration regulations and the tax structure all combine to widen the gap between the influential rich and the inarticulate poor."



Roy Hattersley . . . curbs on privilege

Men were created different but society created the inequalities of reward, esteem, education and even life expectancy.

He added: "The relative disadvantage of the working class is, in part, the ability of the prosperous and well connected to acquire a disproportionate share of educational resources and to assume the superficial appearance of learning and knowledge, despite the absence of natural endowments."

The notion of equality of opportunity in education fell down because the middle class had a head start in the race. While social factors determined progress and prospects there could be no equality of opportunity, even in a non-selective education system.

In the areas of greatest need where there was high unemployment, overcrowded schools, poor housing and health care – a "massive shift of resources" was required towards the disadvantaged and underprivileged to compensate for the inadequacy of their environment. Extra teachers and better books and equipment should be available in such areas and teachers there should be paid more to compensate them for their extra efforts.

The "prosperous and powerful" had "wilfully neglected" the less well-off. If senior civil servants sent their children to maintained schools and their wives to public hospitals, "there would not have been the savage public expenditure cuts which we have endured in recent years."

Public schools and private medicine were "entrenched institutions which permanently separate the rich and powerful from the rest of society". Mr Hattersley added: "Freedom cannot encompass the opportunity to do others harm."

A more equal society was a matter of expediency as well as morality. "The resentment and consequent rebellion of the ethnic minorities is the most dramatic example of why it is in nobody's interests for us to remain a profoundly divided nation."

Britain's poor industrial performance was partly the product of a system which often made the wrong men managers and gave workers the impression they had no stake in the company. "The conspicuous consumption in the West End of London is less than fives miles from the Brixton ghetto and the decaying council property of Lambeth. I am astonished the alienation is not deeper and more bitter."

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Bert Lodge reports on a major survey on graduate teacher training

Concern over diversity of degrees

A major survey of the training of nearly 5,000 student teachers shows that current practice diverges greatly from the new criteria recommended by the Advisory Committee on the Supply and Education of Teachers.

It also indicates that some recommendations may be almost impossible to implement.

The committee recommended training institutions to select only graduates in subjects closely related to those taught in schools. Yet students starting on the postgraduate certificate of education course held degrees in over 140 separate subjects.

And while ACSET recommended that the postgraduate course be lengthened, starting with a six-week extension from next year, more than half the student felt one year was enough.

Few students admitted to major problems on teaching practice. Two that were mentioned were distance from university to practice school and the complaint of not enough visits from university tutors. Yet the committee wants to see training institutions and schools liaise more closely.

It also stresses the need for intending teachers to be competent in both maths and English. Yet 11 per cent of the sample had no O level in maths.

The study, by Helen Patrick and Kenneth Reid of Leicester University under the direction of Professor Gerald Bernbaum, director of the school of education, covered the entire intake of 4,947 students to university PGCE courses in the year 1979–80.

As polytechnics and other institutions were not included it became known as the SPITE project (the Structure and Process of Initial Teacher Education within universities in England and Wales).

It is the last of the four major surveys of teacher training funded by the DES in the 1970s. The others covered teacher induction and the pre-service and in-service BEd.

The findings inevitably invite comparison with the new criteria for teacher training courses recommended by ACSET last month to Sir Keith Joseph, the Education Secretary, whose wishes have been made known in several of his speeches over the past 18 months.

One was that a student's degree studies should be closely related to the subject he intends to teach. Yet among the 2,849 students who obtained a single subject degree 146 separate named subjects appeared.

More diversity was found in maths and science than in conventional arts subjects. Some students had graduated in subjects such as law, biomedical physics, pharmacy – "subjects very far removed from the concerns of schools," the report comments.

Because the students in the survey started a teacher training course before 1981, the year new regulations were introduced, passes at O level and in English and maths were not obligatory although many institutions had begun to expect them.

More than 98 per cent did have O level English but 11 per cent had no O level maths and among those intended for further education colleges this figure rose to 75 per cent.



Students complained that teaching practice schools were too far away

One of the firmest recommendations in the recent ACSET advice was that the present PGCE course should be extended to at least 36 weeks from September, 1984. Yet 50.4 per cent of the survey thought their course "long enough to provide a satisfactory introduction to teaching". Only 2.8 per cent condemned the course as "too short to serve any useful purpose."

High on the list of problems for students was the fact that practice schools were a long way from the university. Second was insufficient visits from university tutors. Assuming this is related to the problem of distances, it suggests that the ever closer partnership between training institutions and schools, particularly teacher-tutor exchanges, urged in the ACSET advice will not be achieved easily.

Just over 28 per cent claimed that they were asked to teach subjects while on teaching practice which neither their degree, PGCE course nor special interests equipped them for. This is roughly the same as the percentage of probationers found to be teaching unfamiliar subjects by the Inspectorate and reported in the HMI paper, *The new teacher in school* published last October.

A wide divergence occurred in the area of mixed ability teaching. The study found one school of education where 36 per cent of the intake claimed never to have touched it. In another university, 96 per cent of the students said they had.

The survey discovered that the willingness to teach in an inner-city school waned remarkably between starting the course and finishing it. At the beginning 70 per cent showed enthusiasm but by the end this had dropped to 46 per cent.

A similar fall-off occurred in commitment to teaching. At the beginning of the course only 13 out of 4,319 students said they did not intend to teach. By July the figure had risen to 88.

The structure and process of initial teacher education within universities in England and Wales. By Helen Patrick, Gerald Bernbaum, Kenneth Reid. Leicester University school of education.

L.e.a. is advised to pay boy's school fees

by Richard Garner

A Labour-controlled local authority has been told by the local government Ombudsman it should pay a boy's fees at an independent school for two terms.

The Ombudsman, Mr Pat Cook, has told Oldham that the full council should now consider the result of his "impartial" inquiry. Members of the authority had earlier refused to comply with a request to meet the fees.

This follows a complaint by the boy's father who had asked if the authority helped pay for pupils to attend independent schools. When told it did not the parent asked what arrangements could be made to continue his son's education in a state schools.

The council was accused of maladministration because it never replied to this request. It chose to treat it as an appeal against its decision not to provide financial assistance for the boy.

The parent said one thing stopping his son from attending a maintained school was that he wanted to study Russian and Oldham did not employ anyone who taught it.

Oldham later agreed that if the boy was transferred to one of its schools the following year it would pay for the previous two terms at the independent school and recruit a teacher of Russian.

The parent turned down the offer about which the Ombudsman commented: "No educationist would advise moving a sixth-form pupil from a school where he or she was settled midway through an A level course, if that could be avoided."

Mr Cook recommended that the council should drop the condition and fund the boy's place at an independent school for two terms. The authority agreed to pay the parent's £30 legal costs but withdrew its funding offer.

Meanwhile Mr Cook has criticized Durham County Council which claimed it would have to hire a teacher and build a classroom to accommodate a pupil at one of its secondary schools.

Parents had complained over the authority's refusal to grant the child a place at the school on appeal.

The Ombudsman says that the council gave misleading information. His investigation has revealed that after the appeal two further pupils were admitted to the school.

● The Parliamentary Ombudsman has twice rejected pleas to investigate a complaint by a parent alleging maladministration by the Department of Education and Science.

Mr Leslie Stratta, from Defford in Hereford and Worcester, had claimed that the DES had not adequately investigated his complaint over the staffing level at his son's school, Drakes Broughton Middle School.

Girls' parents get counselling service offer

Parents are to be offered help in guiding their daughters' subject and career choices, under a new scheme devised by the National Advisory Centre on Careers for Women.

For £25 a year, parents will receive information packs on curriculum choices and job opportunities, tailored to their daughters'needs as they progress through the third, fourth and fifth years of secondary schooling.

Their daughters will be offered careers counselling at a discount, and families will have direct access to the association's services for post-O level "emergency" queries. Mothers in the scheme will also be offered careers counselling at a discount.

One hundred and fifty schools are members of NACCW, the overwhelming majority girls' private schools. The scheme is being set up to mark the association's fiftieth anniversary.



"Why are we waiting for lead-free petrol?" was the theme of this protest by parents when delegates gathered for the World Petroleum Conference in London's Royal Albert Hall earlier this week.

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Sale of promised school site prompts inquiry

by Biddy Passmore

Liverpool parents have set up a public inquiry into the sale by the city's former Liberal leaders of a site which had been promised for their new primary school.

Sir Keith Joseph, the Education Secretary, has just agreed to a reprieve of Harrington County primary school but has given the authority only a year in which to find a new site for the school. Now the parents, with the support of the new Labour administration, want to find out why the St James site was sold to a private developer in 1982 after Sir Keith had agreed it should be used for a new school to replace Harrington and two other primary schools.

The Department of Education is said to have told city councillors that this action by the previous Liberal administration was in breach of the law, which says an authority must implement proposals approved by the Education Secretary.

"What we want to know is, how was it done, why was it done, and how was it allowed to be done, when the DES had approved the plan," Mr Steve Doyle, chairman of the Harrington Parents Action Committee, said this week.

Members of the committee of inquiry, which had its first meeting last Wednesday, include local Labour MPs, Mr Eddie Loyden, Mr Bob Parry and Mr Kevs Coombes, leader of Merseyside county council.

Falling rolls endanger four rural primaries

by Hilary Wilce

Four village schools are likely to close in the Ribble Valley district of Lancashire, under a recommendation made this week. But four more have won a reprieve.

Falling rolls had put a question mark over eight rural schools in an area where the educational map is complicated by the majority of primary schools being denominational.

But the Labour-controlled authority's schools sub-committee decided on a package of assorted measures which would take out 25 per cent of surplus places, while retaining as many individual schools as possible.

The sub-committee proposed that four schools should be closed at the end of this school year, but said these closures should be subject to further consultation with the diocesan authorities involved. It also proposed that temporary classrooms should be taken out of use, buildings be reallocated, and a new school site be got rid of.

All these recommendations will go before the education committee later this month.

Meanwhile a discussion paper from the Community Council of Lancashire and an alliance of organizations calling itself Rural Voice in Lancashire, which emphasizes the benefits of village schools, has suggested that in villages where two denominational schools are both suffering falling rolls they should consider merging, while retaining separate worship and religious education.

Revival of plans to introduce an A level in PE

Passing the physical

There are renewed moves for an A level examination in physical education. Unsuccessful attempts to establish the subject at this level have been made in the past but an appeal last term for support for the idea has brought in more than 60 replies to the headquarters of the Physical Education Association.

The appeal in the association's journal came from Mr Tony Lea, a PE lecturer at Farnham College and a member of the Surrey consortium, one of three currently trying to produce a suitable syllabus. The three – the others are Hampshire and Surrey and Sheffield – are currently preparing their final drafts to go before the Associated Examining Board within the next few weeks.

But the particular areas being studied by each group are causing controversy. The Hampshire and Surrey consortium is preparing a syllabus which will be called "human movement studies." Four areas of study are proposed: communication, social and cultural aspects, exercise science, fitness and health. No assessment of personal practical performance will be included.

The Sheffield group is concentrating on sport, choosing to exclude dance and outdoor pursuits – a title like that will attract more candidates, it is thought. One particular activity from either gymnastics, athletics or games will have to be studied in depth.

Edited by Bert Lodge

By contrast the Surrey consortium proposes an examination in "physical education," where much more emphasis will be placed on practical performance than in the other two.

Writing in the journal, Mr Lea defends this. He says that besides the obvious benefits, such as improving the motivation of the pupil by having his performance assessed, there is the need to protect a subject under threat.

"A further reason is . . . the future survival of physical education. If we do not develop an acceptable syllabus then other related areas will be introduced. This may eventually lead to the demise of the term PE and we shall have a 100 per cent theory course at this level."

If the special syllabuses committee of the examining board accept proposals this year it is hoped that mode 3 syllabuses will be in operation by 1985 with the first examinations in 1986–87. After two years or so, the mode 3 syllabuses would be reviewed and replaced by one national mode 1 agreed by the examining board.

Mr Andrew Petherick, general secretary of the PEA, said this week that the proposal for an A level in PE was discussed at the last meeting of the association's teachers advisory committee. Members voted their support for the idea and agreed to help with the construction of the scheme.



For the first time last year the national girls' school tennis championship was won by a team from a comprehensive, Banbury School. The school repeated its success this year, defeating three girls' independent schools, all regional finalists, on the way. These were The Perse from Cambridge, Clifton, Bristol and St Helena School, Chesterfield. Pictured are the Banbury team: standing – Zoe Billingham, Ingrid Kelleher, Caroline Billingham. Seated – Rebecca Wise, Sarah Clark, Katie Alexander.

Simply not cricket for girls

A survey of 235 secondary schools has shown that only 46 offered cricket to girls, and in more than half it was no more than optional.

Ten teacher training institutions specializing in physical education were also surveyed, and in only three did women students leave knowing something about the game. Another three did not teach it to women at all, while in a further three it was optional. The remaining college did not reply.

"So many sports such as gymnastics, athletics and tennis seem to have persuaded PE teachers and the general public they can be practised by women without loss of feminine charm," Miss Rachael Heyhoe-Flint, former captain of the England women's team, said this week. "But women's cricket seems to invoke the traditional image of the sports woman. It's up to women cricket enthusiasts to dispel the idea."

The survey was carried out by Dr Nick Whitehead, former international sprinter and principal lecturer at Carnegie College of PE, Leeds. He starts work this autumn as director of the new National Coaching Foundation.

Helped by a grant from EP Publishing of East Ardsley, Wakefield, questionnaires were sent to 450 secondary schools in nine counties and 10 training colleges. Among the 235 schools which replied only 19 included compulsory cricket in their girls' PE programme. A further 27 offered it as optional.

Tennis (70), rounders (65), athletics (59), swimming (40), volleyball (38), badminton (36), softball and stoolball (29 each) can all be played in more schools than offer cricket.

"Women physical education teachers seem to have decided that cricket is not so important an activity to present to secondary school girls as many other activities," Dr Whithead remarked.

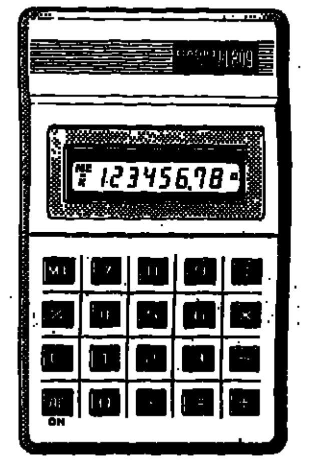
In the three colleges where cricket for women students was compulsory, all the classes were mixed. The amount of time allotted over a three or four year BEd course came to 25 hours with another 25 optional, 15 hours with 45 optional and 8 hours.

Dr Whitehead, who is also manager of the Great Britain athletics team, commented, "Past researches have established that PE teachers are most likely to teach schoolgirls those activities which the teachers were taught at college. Therefore, the present low amount of cricket taught to women PE students is likely to be reflected in secondary schools."

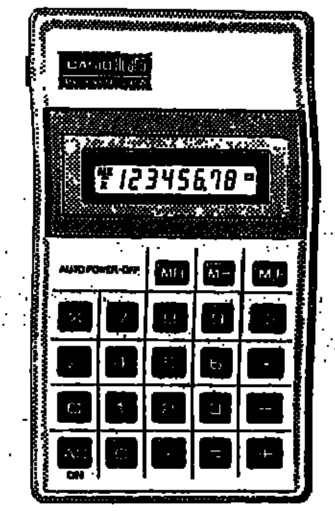
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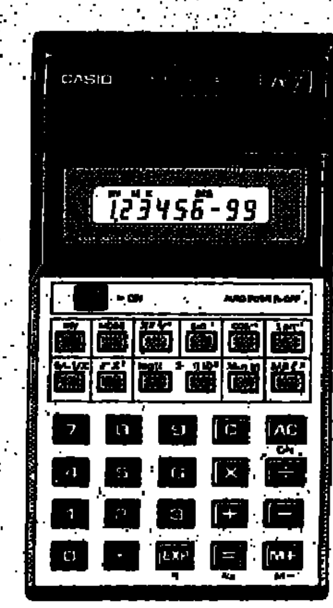
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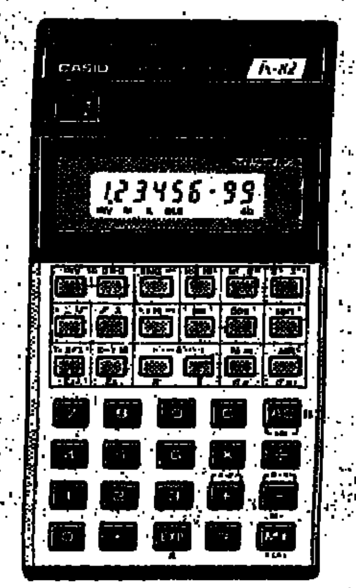
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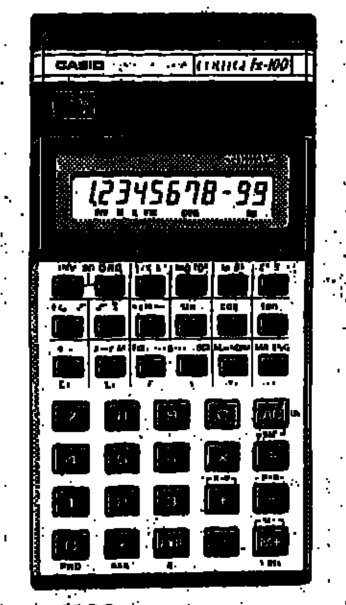
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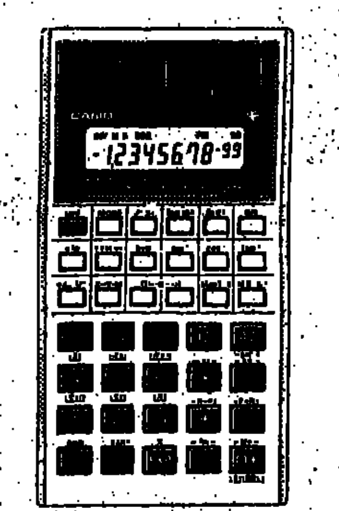
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2/9 TES/83

Boards in agreement over grades

by Philip Venning

Different GCE boards look for broadly similar sorts of abilities in O level physics candidates even though the exams vary considerably, says a study by a team of examiners.

The Inter-Board study of O level physics found that the only undisputed difference between boards' marking policies was in the importance attached to graphs.

The study was set up to look for those characteristics which a grade A or grade C candidate might be expected to show in the exam.

It concludes that "a grade A candidate can understand and use correctly the 'language' of physics and he/she can recognize and understand the physical concepts relevant to a question.

"Answers to individual questions are well organized and well presented: calculations are well laid out and logically presented. Units are used correctly: most calculations are completed correctly, from those involving simple substitution to those which are more complex. The grade A candidate can describe experiments or processes or present 'rehearsed arguments' with clarity. Recall of information is very good."

By contrast, the grade C candidate "has a reasonable command of physics 'language' and his/her application of laws in straightforward situations is good. Adequate understanding of written questions, tables and graphs is shown and he/she can recall enough knowledge to answer competently most of one question.

"The grade C candidate is generally able to select appropriate formulae and to substitute correct values accurately. In particular areas of the syllabus, however, depth of knowledge is lacking and a candidate tends to give partial answers, vague descriptions and incomplete definitions; only rarely will a grade C candidate produce a full high-quality answer to an extended question."

Report of the Inter-Board Study in GCE Physics (Ordinary) 1980, by G M Forrest and Christine A Williams. From: JMB, Manchester M15 6EU £1.50.

DES supports science award

The Department of Education and Science is giving £20,000 a year for the next three years to support an award scheme aimed at developing young people's interest in science and technology.

The Awards for Young Investigators scheme, launched by the British Association for the Advancement of Science last week, is for pupils aged between eight and 12. It has three levels: bronze, silver and gold. Boys and girls will register as members of a group organized by their school or science club.

Corkish appeal

An industrial tribunal is to hear an appeal from Mr Alan Corkish, the Sefton teacher who was sacked after leaking details of his school's corporal punishment record to STOPP, the anti-caning pressure group.

The case goes before an industrial tribunal hearing in Liverpool later this month – two years after Mr Corkish lost his job at Litherland High School.

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This time last year fewer than half the staff of the newly-created Ducie Central High School had been appointed.

Like all other secondary schools in Manchester, it was in the throes of a major reorganization, scheduled to take off from September but approved only at the last minute by Sir Keith Joseph, the Education Secretary. Every teacher and head in the city had to re-apply for a new job between the spring and summer terms.

The prognosis for Ducie looked bleaker than most. Reorganization meant the merger of two schools – one mixed, one boys', one with a traditional curriculum and rigid streaming, the other with mixed ability classes all through. The long-term aim was for the school to become an all-boys' 11-16 comprehensive, operating from one rather than three sites.

The catchment area was inner city, including the Moss Side district and more than 50 per cent of pupils were of Afro-Caribbean or Asian origin. One of the two schools, known then as Ducie High, had had a particularly troubled recent history.

Since before the 1981 riots in Moss Side tension had been running high. The school building and the teachers had been abused and a large proportion of pupils were totally disenchanted.

When the opportunity came, 80 per cent of Ducie's teachers voted with their feet and applied for jobs elsewhere in the city. At a stroke, familiarity and stability, which were the two things the old institutions could offer, were swept away.

In their place came upheaval and change. On the first day of term last autumn only one in five teachers knew the name of any boy or girl.

"When you shout 'hey you' at a kid they've got a great excuse for ignoring you haven't they?" said Sheila Woodhead, head of the lower school, thinking back to her first week last autumn.

Dave Birtwistle, head of communications and expressive arts, whose old school, the Manchester High School for Art, had been closed against much opposition, said he met "complete stonewalling" from Ducie pupils. "The potential for disaster was higher here than anywhere else. There had been a fairly wholesale rejection of traditional classes by the older pupils," he said.

At Crown Square, the education department was not unaware of Ducie's explosive potential and had given it a more generous staffing ratio than most secondary schools. It also had the foresight to promote Ducie's former deputy head Derek Blackwell to the headship.

Come September, fresh from a trip to Jamaica with his family and also 10 children from Moss Side, he walked into the new school half a day late and soon realized – like many of his colleagues – that there was a need for "an alternative curriculum strategy". The long term aim was to conquer a "them and us" mentality and to change the single-subject curriculum for the whole school. The immediate target groups, however, were the chronically disaffected 50 per cent in the fourth and fifth years and the new intake of first years.

"It wasn't just a fire brigade exercise," said Ian Hepworth, a former teacher at Central School and now a senior teacher responsible for the fourth year. "We wanted to make the curriculum useful and appropriate for everyone".

In the lower school a team of teachers was released from classroom duties every Wednesday morning. They began to develop a middle school-type curriculum. From this September first-year pupils will live on the ground floor of the building, taught largely by their form teachers. The morning session will be devoted to basic skills such as maths and English followed in the afternoon by project work under the broad heading of humanities, personal and social education.

"At first we felt we were making sacrifices, giving up our subject expertise," said one teacher in the lower school. But through school-based inservice training and a lot of help from Wilf Agnew, an adviser who was once head of a middle school, they have begun to value the role of the more general teacher.

A parents' room has also been opened and a small community centre is planned for the site. The aim is to tackle alienation where it might start – in the first year.

In the upper school a steering group of about eight teachers was formed with three support staff previously based at the school's "sanctuary" for the most difficult pupils.

The "alternative strategy" made numeracy and literacy the top priorities plus personal and social education and practical problem-solving. English, maths and art were established as core subjects for all pupils, regardless of ability.

Dave Birtwistle was committed to art for all. "In terms of developing certain skills, perception and expression it's essential for kids. And we are not just talking about painting pictures."

While the alternative strategy was still in embryonic form two residential trips were organized for older pupils; both are now recognized as turning points in the life of the school. One trip was to Lumb Bank, the former home of the poets Ted Hughes and Sylvia Plath in the heart of Bronte country. The other was to Ghyll Head, a residential centre overlooking Lake Windermere.

Both were unconventional in that they did not concentrate on traditional outdoor pursuits like rock climbing or canoeing.

At Ghyll Head they went on midnight manoeuvres in freezing weather and pushed themselves to do things they had never done before. "When you've all dared to jump in a waterfall and been up to your neck in perishing cold water there's a bond between you that can't be broken," said Malcolm Berry, head of outdoor education.

It was agreed that each year should have a special room – one the former sanctuary, another the old school library. Pupils began to plan how they would decorate and furnish them. Apart from the core subjects of maths, English and art which pupils had also expressed a need for, a set of modular courses was devised in expressive arts, craft design and technology, science and humanities.

The intention was to allow pupils to dip into certain subjects, perhaps for a term at a time. Subjects included dance, sculpture, drama, motor mechanics and learning to drive, science at work and in the home, social problems and family life, taxation and wages.

All the staff at Ducie were asked what special skills they could offer apart from their own subjects. Link courses were set up with colleges of further education in woodwork, welding, film writing, printing, building and photography.

Nor were the most academic pupils separated from the rest. They too were offered a core of English, maths and art plus modules in science, humanities and craft. With two further options to choose, a pupil should be able to pick a balanced range of up to eight O levels.

A crucial test of approval came this term when third-year parents had the timetable presented to them. "We were worried that parents might say it didn't look academic enough. Fortunately they were very perceptive and didn't see it like that", said deputy head Barry Wilson.

The school itself bears witness to the early success of the scheme. The corridor walls are covered with murals and notice boards are packed with art and creative writing done at Lumb Bank and Ghyll Head.

"The caretakers and cleaners told us we were wasting time – everything would get smashed – but it's all still perfect", said Wendy Richardson, head of the fifth-year group.

Irving Cumberbatch, a 15-year-old, admitted he hated school this time last year. "It's true, I just used to come in, mess about and hang around the corridors. Teachers wrote things on the blackboard and I didn't want to do them. Now we're not forced to do anything and the teachers ask us what we want. I like working in here."

Dave Wickham, one of the fourth-year tutors, said there had been an honesty and "unspoken democracy" between teachers that he had never before experienced.

In-service training has been an essential part of the success story, including a residential week in Wales this summer for teachers to devise a plan for assessments and profiles.

Other schools in Manchester are now coming to Ducie for advice, especially those which from September have been awarded extra government funds from the low achievers programme.

Ducie itself is worried about losing its generous staffing ratio but otherwise does not resent that it was not one of the five schools chosen by Manchester for the DES project.

The ultimate sign of success is that Irving Cumberbatch and his friends have been invited to go to other schools and talk to teachers about the story so far.



Above and below: sewing lessons from Wendy Richardson.

Sarah Bayliss on the teaching methods that saved a city school from disaster

The time bomb that did not go off . . .

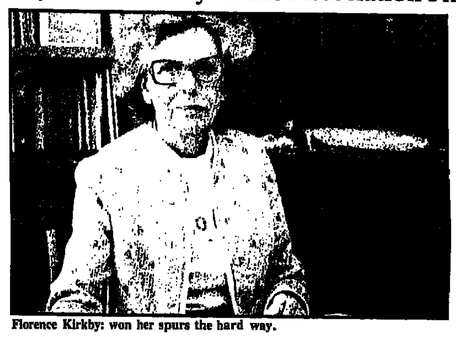




Ian Hepworth (above left): "It wasn't just a fire brigade exercise".

Biddy Passmore meets Florence Kirkby, the Secondary Heads Association's new president

A Burnham star who has earned her rise



Florence Kirkby: won her spurs the hard way.

Florence Kirkby looks and sounds like the archetypal British headmistress; determined and wiry, no time for nonsense. You might expect her to run a girls' school of the old-fashioned kind.

You would be wrong. Miss Kirkby is headmistress of a large, co-educational, inner city comprehensive with all the problems of urban deprivation and high unemployment. Yesterday, she became the third woman president of the Secondary Heads Association, a body that spans every kind of school, where both her manner and her experience will come in useful.

Since SHA was formed from a merger of the Headmasters' and Headmistresses' Associations seven years ago, it has had one woman president for every two men. That, as it happens, is the ratio of women to men in membership, a factor "one bears slightly in mind" when choosing its next leader, according to a senior member.

But there was no tokenism about the selection (unopposed) of Miss Kirkby. She has earned her spurs the hard way – as SHA's representative on Burnham, a role she was already performing for the Association of Headmistresses before the merger.

Some of the headmasters, it is said, were at first less than enthralled with the idea of a woman negotiating salaries and pensions on their behalf. But they soon came round. There is now universal awe at her grasp of the system, her dogged pursuit of detail and her ability to make the association's general council laugh at her lucid and pithy account of the proceedings.

"Quite incredibly good", "first class", "meticulous and unflappable" are just some of the tributes that pour in from members of SHA and other teacher associations.

Miss Kirkby says she enjoyed the experience and will miss the committee and the companionship of her colleagues now that she has had to hand over the Burnham brief to John Sutton, a head from Corby in Northamptonshire.

Profile

Although she was not just fighting for a better deal for headteachers, she is glad there has been a move in recent years towards a percentage rise at all levels rather than concentrating increases on the lowest paid. But the most important thing is to achieve a proper career structure, she says, not least because heads need contented staff.

She would like to see a better basic scale with more senior posts to reward good classroom teachers who didn't become a head of department or take on administration. She also supports more assessment of teachers by their peers, although she baulks at the idea of making promotion depend on it.

"I should be happy to see longer probation and to make it more difficult to get into the profession", she says, "but once teachers are in, you can't keep them in constant suspense about their professional status." She would, however, like to see it made easier for teachers who feel they are "running out of steam" to get grants to retrain for other jobs.

Another pet theme is the need for teachers to take sabbaticals to think out their aims and keep themselves fresh. Miss Kirkby recognizes there is little hope of a national scheme at a time of cuts but feels much could be done through exchanges between teachers, trainers and administrators.

As for getting more women into headships, she thinks the blockage often comes at deputy or head of department level and might be eased if selectors were less rigid about demanding a set career pattern.

Florence Kirkby's own career has followed a steady upward path. After grammar school in Blackpool and an English degree at Manchester University, she got her first teaching post at the Park Girls' Grammar School in Preston and then, seven years later, became head of English at Cowley Girls' Grammar School in St Helens.

The next move was to be headmistress of yet another grammar school, the 700-pupil Rutherford's Girls' High School in Newcastle. But then came reorganization and the biggest challenge of her career, when she was made head of the new, co-educational Rutherford comprehensive.

She admits to some nervousness about the change and is grateful that Rutherford did not go comprehensive overnight: there were six years in which to adjust to the change.

"I realized I had to rely on other people", she says. "A head of a grammar school tries to do – and almost can do – all of the organization, which of course you can't do in a comprehensive."

With hindsight, what is her view of the move to comprehensive schools, often said by independent school heads to have driven an immovable wedge between the private and public sectors?

Perhaps wisely for someone in her new role, she is loath to be drawn into comparisons between the selective and comprehensive systems. "Each has to be judged on its merits", she says. But she feels that England made a mistake in grafting comprehensive schools onto a selective exam system. She would like to see less emphasis on exams at 16, with a common exam in a limited range of subjects "as a basic testing of ability" and profiling for more practical subjects.

"I think probably more children are getting a good chance in the comprehensive system", she says finally. But she stresses that comprehensive schools must do their best for all pupils, including those who would formerly have gone to grammar school. "It's no use saying, because you're not in the majority, we can't do anything for you. I would expect in my school to offer everything a selective school can offer. If I can't do that, it's just a big secondary modern."

By the same token, comprehensives should be able to stand comparison with independent schools. She remarks: "There should be no feeling that by going to an independent school you are getting a better education." That is why she objects to the assumption behind the present Assisted Places Scheme. "I think the money that's being spent on it should be spent on boarding education, where there is need."

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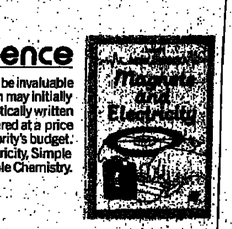


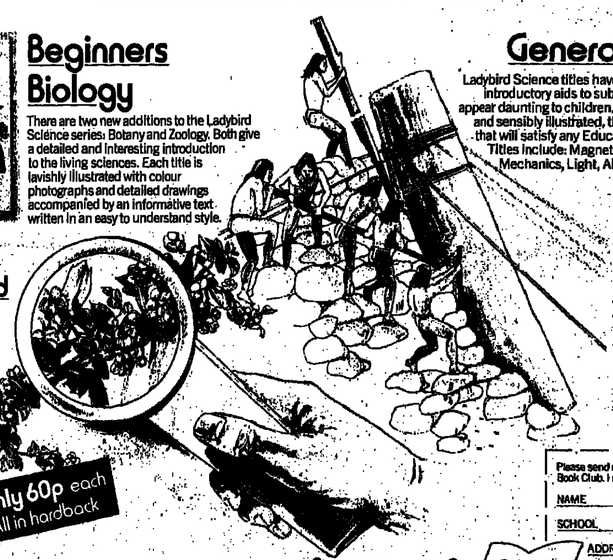
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SCHOOL TO WORK

Firms need not top up trainee pay, says TUC

by Richard Garner

Union negotiators have been told by the TUC that they should approve firms taking on youngsters under the Youth Training Scheme – even in cases where employers resist demands to top up the allowance of £25 a week payable to every trainee.

The advice comes in a TUC handbook just published, which contains details of the scheme for trade union negotiators.

The TUC recommends negotiators to push for a top-up of the allowance, and urges them to press firms to negotiate a 35-hour week for YTS youngsters, instead of the 40-hour week recommended by the Manpower Services Commission who organize the scheme.

But in its annual report, the TUC says that negotiators, while bearing in mind the Jobs for Youth Campaign's call for a £30 a week allowance, should determine themselves whether the employers have the necessary resources to top up the allowances.

"In cases where employers resisted the topping up of the allowances, unions were advised that they needed to satisfy themselves that the block grant payable to the MSC was being used in full to the benefit of the young people on the scheme, and in particular, that it was a high training scheme," the handbook adds.

"To achieve this, the attention of unions was drawn to their undertaking an audit of the employer's detailed budget for spending the MSC grant, which would clearly involve union negotiators asking to see the company's costings and having them audited, by companies' auditors.

"If this established that no spare resources were available to top up the allowances, unions should be in a position to give their approval to the scheme if other criteria for union approval had been met.

"But if the audit revealed the employer was operating at a low cost, low-quality training programme, then it would provide a firm basis for unions to press for 'topping up'" says the handbook.

It also warns negotiators of a national insurance/income tax "trap" which means that youngsters receiving an allowance of £34 a week would, for example, be worse off than youngsters receiving £32.49p.

Mr Len Murray, TUC general secretary, said of the scheme; "The YTS can represent a major step towards ensuring that all young people, on leaving school, have the opportunity to acquire a sound preparation for working life on which to build their future careers.

"It will not be easy to achieve this objective. Some employers may seek to exploit the scheme and young people for financial gain; others will initially lack the training facilities and competence to deliver good quality training, education and work experience for young people."

Diane Spencer finds a new kind of student in 'voc prep'

Conduct becoming an adult

On a hot afternoon, the lads from the meat department were feeling drowsy. But they and their fellow students from admin and bakery soon livened up about the attitude of a lecturer down at the main site of the college.

"He told us off for being late and we tried to explain that it wasn't our fault, but he wouldn't listen." (It was our photographer who had delayed them.)

The 14 students on a Youth Training Scheme pilot project, flushed with the newly found freedom of a further education college and confidence given by work experience, felt indignant. In this part of Havering Technical College, they were treated as adults, they said.

This incident was used by their teacher, Mr Dave Dennis, to demonstrate a point. "What kind of life skills do you need to make him listen to you?"

"Tact?"

"You can't try that with that kind of person – they talk over you all the time. He thinks because we're on a YTS course we're all thick," came the replies.

"He is expecting respect from you of his position . . . you must appreciate how he feels."

That particular lecturer at the main site had yet to come to terms with the new kind of students, and he will not be alone in this Essex college, his colleagues in the Vocational Preparation Department admit.

But they have started an in-service training programme for staff to overcome these difficulties of moving away from the traditional further education teaching to more student-centred styles. For Havering, like many southern colleges, has only recently opened a vocational preparation department in response to increasing unemployment and the demands of the Manpower Services Commission. It had no previous experience, even in Unified Vocational Preparation work, unlike many other colleges.



Havering Technical College: pilot work-skills courses started last year

Pilot work-skills courses started last year and the MSC gave £30,000 to develop part of the college's Quarles campus for vocational preparation. The Quarles site houses the electrical engineering, social services and education as well as vocational preparation. The seven other departments are on the main site about a mile away.

The new "Voc-Prep" department got a boost last March when "out of the blue" Sainsbury's came to discuss the possibility of using Havering as one of the bases for a pilot YTS scheme, which they wanted to start in April. Mrs Di Brooke, head of the Vocational Preparation Department, and her team became rapidly immersed in Sainsbury's procedures and structures and, in consultation with their staff, a course was prepared for 30 trainees from 13 branches in the Essex and North and East London area.

The course lasts for 50 days in two blocks of one week plus day release. Teething troubles have to be resolved as Sainsbury's say there has to be "some fine tuning" of the course content and teaching methods. But it is early days.

So far the MSC takes up about 17 per cent of the college work, "but if the YTS demand materializes, we will need more space," Mr Russell Woodrow, the vice-principal, explained. Contingency plans to take over new premises are being put to the governing body, he said.

By the beginning of this academic year, 20 students will start a fulltime catering course with the benefit of a training restaurant. This department has just been converted from one of the students' canteen. Catering is in great demand as it is one of few growth areas in the job market. YTS trainees might be able to join in too.

The college is hoping to offer more cultural courses once some extra ground is cleared and a derelict farmhouse is restored by unemployed adults on an MSC-sponsored scheme.

The vocational preparation department also takes around 80 unemployed school-leavers for community action courses, 70 or so for life skills training and 20-plus unemployed people for part-time courses. A similar "wider opportunities" course for women, also MSC funded, started recently.

Mrs Brooke said the ethos of the department was to motivate students and to give them the chance of sampling various skills so they might try to move into full-time advanced courses at the college.

Mr Dennis said he was not interested in what the students or trainees could not do, only what they could do; he wanted to build up their self esteem.

As far as the Sainsbury's group was concerned, they said they preferred college to school; but liked work even more. So far none was motivated to go on a full-time course. But perhaps it was too soon to tell.

Unions urge more for fares

Trade union leaders are now confident that Mr Norman Tebbit, the Employment Secretary, will agree to improvements in the travel allowance for YTS trainees.

At present, trainees get £25 a week and no help with travel costs unless they amount to more than £4 a week. The £4 threshold is thought to act as a disincentive for youngsters.

But a report to the Youth Training Board, which funds the scheme, is expected to recommend lowering the threshold by £1 or £2.

At a recent meeting with TUC leaders, Mr Tebbit agreed to give any recommendation from the MSC "full and careful consideration." The Employment Secretary was less forthcoming on the £25 allowance itself.

New voc prep certificate

A new qualification for vocational preparation tutors and trainers was announced this week by the Royal Society of Arts.

The Certificate for Vocational Preparation Tutors, which will be tested in five places from this autumn, is designed to encourage staff development among those involved in vocational preparation of 16 to 19-year-olds.

"Many tutors are receiving no form of recognition, no statement of their learning achievements or experiences, for the staff development programmes they may currently be undertaking," says the RSA brochure on the scheme. "This lack of recognition both undervalues the contribution such tutors make, and also makes mobility of tutors between institutions and regions less practicable."

Because the nature of vocational preparation varies so much, the new certificate will be based on a checklist indicating skills which tutors should be encouraged to have, and a profile recognizing those they do possess following a staff development programme.

There will be no rules about how staff development should take place or how long it should last. For example, one person might take part in a two-day in-service course in his or her college; in a weekend course organized by the regional advisory council on the needs of 16 to 19-year-olds; and attend a weekly half-day session writing numeracy materials for YTS trainees.

Alternatively, someone else might attend a programme organized by the local Manpower Services Commission accredited centre on the design and running of the YTS.

The Further Education Unit is helping fund research into the first year the new certificate is operating. Details of the scheme from: David Bell, RSA Examinations Board, 8 John Adam St, Adelphi, London WC2.

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Youngsters wince at old school workshops

Redundant secondary or even primary school buildings may create the wrong atmosphere if they are converted for use by the Youth Training Scheme, according to architects from the Department of Education.

In a booklet on ways of accommodating YTS students, they say that it is important to create an adult atmosphere of work and training as distinct from that of the classroom or school. "Many youngsters on the training courses may not take kindly to 'going back to school'."

Many school buildings were neglected and had a backlog of outstanding maintenance. They were often excessively expensive to adapt, and sub-standard conversions had to be avoided.

Industrial buildings might also need a lot of building work, but they do have the right atmosphere.

Though there were similarities between the new training courses and traditional, non-advanced further education, there were some distinctive features that buildings would need to meet YTS demands.

"The main need is for workshop/training/teaching spaces as for non-advanced further education, but including an important new accommodation type – the multi-skills workshop. Other accommodation types needed are communications, literacy and numeracy workshops, and computer and microtechnology centres."

The first step should be to make better use of existing college space, where necessary adapting the premises at a modest cost. But this should not be at the expense of learning areas, libraries, social and study space.

Temporary huts were a short term answer to a peak in student demand or an immediate shortage of suitable building. But too many could overburden the college's central services as well as spoiling its appearance.

Accommodation for the New Training Courses DES Design Note 35, free from: Publications Despatch Centre, DES, Government Buildings, Honeypot Lane, Stanmore, Middlesex.

Girls urged to build

Many girls leave school for dead-end jobs as shop or office workers when they could have a more rewarding career as carpenters, plasterers, bricklayers and painters, says Mr Les Wood, the general secretary of the Union of Construction, Allied Trades and Technicians.

Writing in the current issue of the Construction Training Board newsletter, Mr Wood says that attempts to attract girls into construction have largely failed. This was because of the image of building workers as hairy-chested macho men swinging from girders and folding.

Girls were not told about the local painter whose work was essential to hygiene in the health service. He added: "They certainly won't think about the thousands of skilled workers making quality furniture, fitting out shops and specializing in stonemasonry."

Nor were they likely to be told about opportunities in technical jobs such as estimating, surveying, even project management, which could be carried out well done by women but were more readily done by men.

UCATT was trying to persuade more girls to consider a career in construction, but it needed the support of teachers and careers officers. It was also important that vital maths and science subjects were kept in the curriculum for girls as well as boys, and that employers should not discriminate from girls' schools.

The Youth Training Scheme, for which the Construction Training Board has a £41m contract – was an excellent opportunity to start attracting more women.

High success rate for micro skills

Nearly three quarters of the young people who have done courses at information technology centres have since found jobs or have gone on to further courses in the same field, according to the Manpower Services Commission.

So far there are 67 centres throughout the country, giving young people intensive tuition in microcomputing and electronic skills, a number that should reach 150 by the end of the year.

To make the programmes realistic, the young people provide information technology related goods or services on a commercial basis. These may include word processing and circuit board assembly.

NEWS

Hilary Wilce visits a school where aviation has taken off

Flight pattern for exam success

How do you interest pupils in "difficult" subjects like maths and physics, give them specific vocational training, and offer them adventure and excitement – all at one go?

At Banbury School, in Oxfordshire, they have plucked an answer out of thin air, by offering them the opportunity to study aviation, with some flying experience thrown in.

The subject is one of 50-plus options offered at the school, and gives fourth- and fifth-formers a chance to learn about flight, meteorology, navigation, space travel and how airlines operate. Last year about 100 pupils took the option.

Some aspects of the course are tough, and even dry. Pupils have to study the forces of thrust and drag on an aircraft, how airframe stresses are calculated, and how to work out the track of an aircraft in relation to the speed and direction of the wind and the magnetism of the earth.



Doug Todd: passion for flying

But if this is the stick, then there are a number of carrots, including the biggest of all – the chance to go flying from nearby Kidlington Airfield. Pupils also get to visit civil airports, RAF bases and air museums.

At the school, aviation studies are based in a converted cloakroom, now decked out with posters, models and bits of old aeroplanes. Just around the corner, in its own small room, is a recently acquired simulator, bought for £600, all but £13 of which was raised by pupils and parents.

Mr Doug Todd, an assistant head and founder of the aviation course, admits that it is basic, "and a bit Heath Robinson-ish", but points out that whatever it looks like, it does the job.

Most aviation pupils get to use it, and some become so proficient at this land-locked version of flying that they are let loose on the machine alone.

For Doug Todd acquiring the simulator is just the latest coup in his lone drive to build up air studies.

The idea arose out of his private passion for flying. He flew Wellington bombers and flying boats in the war and is still an RAF volunteer reservist, now specializing in photographic interpretation. During last year's Falklands conflict, he was put on stand-by.

He is part-owner of a Piper Cherokee, kept at neighbouring Kidlington, and takes pupils up with him whenever conditions permit. He is also an honorary member of Ten Squadron, at RAF Brize Norton, and "they sometimes ring me up and say 'We've got a training flight tonight, any takers?' "

His wide network of flying friends opens endless doors for pupils wanting to see air traffic controllers at work, or cabin crew being trained.

He is also an unabashed scavenger among the flotsam and jetsam of aviation cast-offs. Among the trophies that have been lovingly carried back to school are a self-sealing tank from a Vampire jet and old seats from a refurbished British Airways Jumbo. Out-of-date aviation charts, which the Brize Norton base used to burn, are now used for classroom plotting exercises.

Speakers come readily to talk about their flying experience, and pupils use tapes of airway radio procedures and flying training films.

Doug Todd says he introduced aviation studies seven years ago because he could see that despite the recession there were still jobs to be had in the flying world.

Since then one of his pupils has become a Buccaneer pilot, and another has become a chief steward with Monarch Airline. Many others have taken cabin crew jobs, gone into the RAF, or gained aeronautical apprenticeships.

At school the subject attracts pupils from across the ability range, and is both an O level and a CSE exam subject, although there is as yet no A level exam available.

With the Southern Region CSE Board, Doug Todd developed a syllabus which includes the history of aviation, meteorology, basic navigation, airframes, engines, flying, space travel and airline operations. For O level, he first looked at an Oxford local paper in aeronautics but felt it was too closely concentrated on aerodynamics.

So for the past five years pupils have been taking the Associated Examining Board's air navigation exam. This year 12 students took the exam, all of them boys. Next year one girl plans to take it.

Doug Todd is now 60 and thinking of retirement, although he fears for the future of his lovingly tended subject. While there is an enormous amount of goodwill in the flying world, it takes personal contacts to tap it to the full.

Banbury School is one of 70 members of Aero – the Air Education and Recreation Organization – which recently held its first air education course for 10 teachers at Kidlington, including the chance to plan and take a flight in a Piper Seneca.



Flight simulator: "a bit Heath Robinsonish"

But the membership of Aero is dropping, and Doug Todd believes that there is much more that could be done to encourage flying studies in school. Although other schools, in Hampshire and Staffordshire, have done a little to encourage aviation studies, Banbury far outstrips the field.

The school's principal, Mr John Sayer, says aviation studies is an "enriching and popular option", through which some less attractive subjects can be approached, and he certainly hopes it will continue at the school. Doug Todd says he will consider teaching part-time, in order to get the current crop of examination candidates through to the finish.

After that he hopes someone as keen and as deeply involved in flying will have worked their way into the job, so that the popular option can continue.

How maternity deals affect redeployment

by Richard Garner

Maternity leave deals for women teachers may increase the risk of redeployment for some of their colleagues remaining in the classroom, says an article in *Report*, the monthly magazine of the Assistant Masters and Mistresses Association.

Mr Philip Lott, the association's solicitor, says there is no legal rationale for excluding teachers on maternity leave from redeployment procedures.

However, teachers on maternity leave may face great difficulties in obtaining consideration for redeployment because of their lack of access to information and vacancy lists, and ease of availability for interviews.

In addition, some local education authorities may be providing priority of protection from redeployment for teacher/mothers. "It may be thought that this recognized protection should not be relinquished," he writes

"It could be argued, however, that this protection enjoyed by one group of teachers has the inevitable corollary of increasing the risk of transfer for others."

Mr Lott says that the law allows a teacher/mother to return to work in the job in which she was originally employed under the original contract and on terms not less favourable than her previous employment.

However, there are two caveats: (i) the right to work can be denied if the job is no longer there by reason of redundancy, or (ii) it can be denied if her return to work is not reasonably practicable and she has been offered and unreasonably refused alternative suitable employment.

He adds that teachers are increasingly being employed on non-specific i.e.a. contracts which avoid mentioning an individual school so that an employee can be transferred from one place of employment to another.

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TES 2/9/83

Old myths that are a long time dying

Brian Heap on why sixth-formers must look before leaping at a degree course

Anyone contemplating entry to a degree or diploma course in 1984 will make some attempt to judge the quality of different universities and colleges and what they have to offer.

Unfortunately, much of the information to hand is based on hearsay. Teachers, remembering the balmy days of their youth, 15 or 20 years ago, will often continue to offer advice on the basis of their own university experience although the courses and staff have changed beyond all recognition.

Conversely, students with only a week of study under their belts may strongly recommend a polytechnic where the standards of the course take second place to the quality of the beer in the students' union. Such are the dangers of subjective opinions.

Needless to say, lecturers and, not infrequently, admissions tutors will also sing the praises of their own courses. "They tried hard to sell the course to me" is often the first reaction of sixth formers returning from interview.

One student applied for what he thought was a course in book publishing and came away with a place for book production, which in effect was a nine-month introductory course in printing! So beware also those subject areas in which the lecturers have more than one eye on the numbers required to fill their courses.

The problem of how to judge the state of the game, however, is difficult. Is Imperial College really better for science and engineering than Cambridge? So some interviewees have been told.

Are Southampton and Bangor still top of the league for electronics? Is Southampton University becoming more competitive – they rejected a student last year who was later offered a place at Harvard and Yale! Is it true that the polytechnic law schools at Wolverhampton, Trent and Kingston-upon-Thames are better than some university law departments; that Bretton Hall at Wakefield and Birmingham Polytechnic are among the best for music, Harrow College of Higher Education for photography and the radio and television courses at the London College of Printing the best for getting into the media?

Tradition is an awesome thing. I was recently told by a 17-year-old that anyone wishing to do medicine should only ever consider Edinburgh. Now I know that chloroform was first made two miles from the medical school and Dr Finlay was a highly respected, albeit fictitious, practitioner but would-be doctors should appreciate that every other medical school in the UK can boast a quality of teaching and research equivalent, or in some cases much better, than the school north of the border.

Many years ago an esteemed architect and planner identified himself with Liverpool University, which subsequently became highly respected for architecture. I have no doubt that the course still maintains high standards but it is also worthwhile noting that it was a student at Manchester Polytechnic down the road who a few years ago won the Royal Institute of British Architects prize (the best student in the UK) and went on to take second place in the Rome Prize (the best architectural student in the world).



Bristol University . . . difficult to enter?

It is also dangerous to think in terms of a university as a whole, for they consist of different faculties and departments and while zoology and law are highly rated at Durham it doesn't mean that every other subject area is necessarily in quite the same league.

Similarly, Bristol is often regarded as difficult to enter and applicants are often advised to place it first on the UCCA form. Each department, however, has its own policies and the admissions staff in physics, religious studies, politics and geology have made it very clear that they will, and do, consider applicants no matter where they are placed on the application form.

Quality is often seen as being synonymous with age and popularity which is a most dangerous assumption. Perhaps one very good source of information are the opinions of senior university staff. A professor from the provinces reporting on one subject area in one of our oldest universities remarked that "the degeneration of the subject at university over the past decade is both scandalous and notorious. Until very recently no student should have been sent there for this subject. However, they have recently appointed a new senior member of staff and he alone is now the reason for going to study there." Of another university his report read: "A superb professor, but a lonely voice. It is, however, just about the liveliest department in the country and any student who goes there will be extremely happy indeed."

One therefore might beware of going for the most popular universities and those which can make the highest offers in terms of A level grades assuming that they must be the best. It was certainly this myth which seemed to take the University Grants Committee hook, line and sinker when they made their first round of financial cuts two years ago.

From the schools' point of view they seem to be in the process of making a mockery of higher education, by placing a premium on high offers and the quality of post-graduate research. No one presumably ever told them and certainly it would seem that they never asked what sixth formers in schools were seeking in aiming for higher education or how schools were advising their students.

The average sixth former is not striving to do a first degree followed by a masters but simply to gain some personal fulfilment and academic enrichment from a first degree course followed by entry into a meaningful career.

The course which suits one person will certainly not suit the next. Not everyone wishes to go to Oxford, Cambridge, Durham or Bristol and the UGC should not attempt to force sixth formers into a strict academic mould. In the past, most universities tried to ape the next, they attempted to form a united front.

A few of them, Brunel, Bradford, Salford and Keele thankfully established their own identities and provided breadth to the system. Unfortunately, they have suffered through their lack of conformity.

Ultimately it is not easy to evaluate teaching standards, prior to applying for any course and today's sixth formers have much work to do before putting in their applications. Prospectuses are a useful starting point, after which they should visit universities, polytechnics and colleges themselves, talk to students and staff, inspect the facilities and learn what research is being done. Above all they should keep an open mind on the alternatives available, even down to the smallest college.

The latest edition of Brian Heap's "Degree Course Offers 1983/84" will be published next week.

New inspection is biased, say smaller private colleges

by Hilary Wilce

A new system for inspecting private colleges and crammers is to be set up this month in spite of continuing criticism that the scheme will be weighted against the smaller colleges.

The accreditation scheme will cover private colleges of all kinds, from accountancy and law schools to drama colleges and O and A level crammers (although not language schools, which have their own scheme) and is intended to offer a guarantee of standards in an area where institutions are known to range from the excellent to the awful.

It will replace an earlier scheme run by the Department of Education and Science, from which the department withdrew 18 months ago in order to save money.

Since that time a working party of representatives from the colleges and from public bodies, set up by the British Council, has been looking into how an independent and self-financing scheme might operate.

Its proposal is for a two-tier method of accreditation, with colleges either applying individually, or else belonging to an association, such as the Conference for Independent Further Education, which would have its own inspection scheme approved.

Colleges would have to be in business for two years before applying for accreditation, and the costs of the scheme would be borne by the colleges. Retired HMIs are expected to conduct most inspections.

The proposals will go before a meeting on September 16 of public bodies, including the Committee of Vice-Chancellors and Principals, the Committee of Directors of Polytechnics, the Council for National Academic Awards and the Society of Education Officers. At the meeting the new body, the British Accreditation Council for Independent Further Education, is likely to be set up.

The new council will almost immediately begin consultation with a committee of representatives from the colleges.

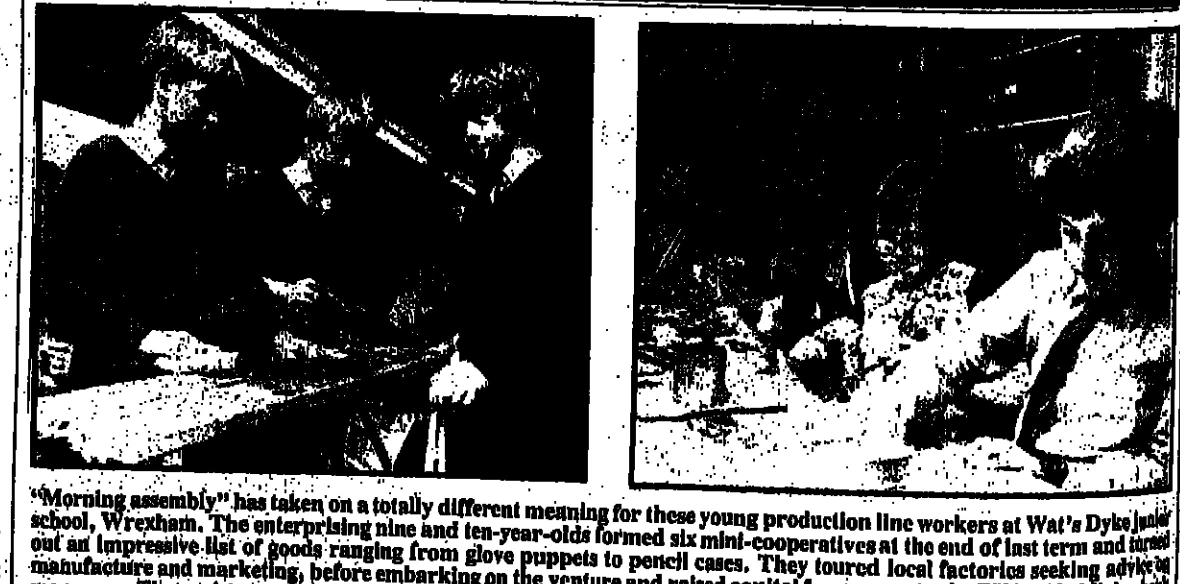
It is hoped that this strict separation of a council of public bodies and a standing conference of colleges will answer accusations from some parts of the independent college world that the new scheme is likely to be run by a cartel of interested parties.

But Mr Malcolm Matthews of the small but vociferously critical Association of Independent Further Education Establishments said he was still convinced that the scheme was designed "to knock out the little man". The working party proposals had suggested a "ridiculous" inspection fee of more than £1,000, he said.

Pupils to star on quiz show

Secondary school pupils will soon get a chance to star on television and win a trip on the QE2. Independent Television is to run a Monday to Friday quiz show for 10 weeks in the autumn, hoping to attract early evening viewers from the BBC.

The programme, *Blockbusters*, follows an American format and will be made by the Midlands company, Central. Prizes range from a few hundred pounds to more than £2,000, and include a luxury cruise.



"Morning assembly" has taken on a totally different meaning for these young production line workers at Wat's Dyke junior school, Wrexham. The enterprising nine and ten-year-olds formed six mini-cooperatives at the end of last term and turned out an impressive list of goods ranging from glove puppets to pencil cases. They toured local factories seeking advice on manufacture and marketing, before embarking on the venture and raised capital from parents, the PTA and obliging bank managers. The project was part of a Clwyd schools industry scheme designed to demonstrate how skills developed by the curriculum relate to adult life. But according to Mr John Williams, the school's head, the young "factory" staff also picked up a bonus – a new appreciation of the value of team work and initiative.

Talking about bereavement

by Diane Spencer

Cruse, the national organization for the widowed and their children, is appealing to teachers for information about their experiences of talking about bereavement in schools.

A committee, including three teachers, health experts and counsellors, thinks that all schools should become aware of the need to teach children about bereavement before they experience it. The committee intends to produce a pack of teaching aids to help staff.

Mr Derek Nuttall, Cruse director said: "There is no doubt that many teachers fear the thought of coping with bereavement and some schools fail to prepare staff for coping with it.

"Indeed, some do not realize that any teacher who is called upon to help a grieving child, or a class affected by the death of one of its members, needs very strong support from colleagues."

Cruse, Cruse House, 126 Sheen Road, Richmond, Surrey TW9 1UR.

Environment safety group established

A special working group has been set up to examine the health and safety problems arising from the environmental working conditions in the education service.

The group, which will report to the education advisory committee of the Health and Safety Commission, is considering the problems from fumes in solid fuel boiler houses as a first priority. It will then go on to discuss other topics such as the dangers from asbestos and lead.

New building

The Corporation of London has voted to replace its City of London School with a brand new building south of Queen Victoria Street. The school, one of three maintained by the corporation, was founded in 1422 and its present building, housing 800 boys, was built in 1834.

Act brings youth custody overcrowding

New powers given to magistrates have caused a sharp rise in the number of young people being locked up and some establishments are overcrowded.

Since May 24, magistrates have had the power to place young people in youth custody, which replaced borstal. Previously only crown courts could send defendents to borstal. The changes came about under the 1982 Criminal Justice Act.

Now the male population of youth custody centres has jumped by more than 40 per cent. The Prison Department said last week: "The total number of youth custody centre places is not enough to take the whole of the youth custody population."

Under the Act, the youth custody sentence for males can be from four months to life. So far, the average sentence given by magistrates is about six months.

A day in the life . . .

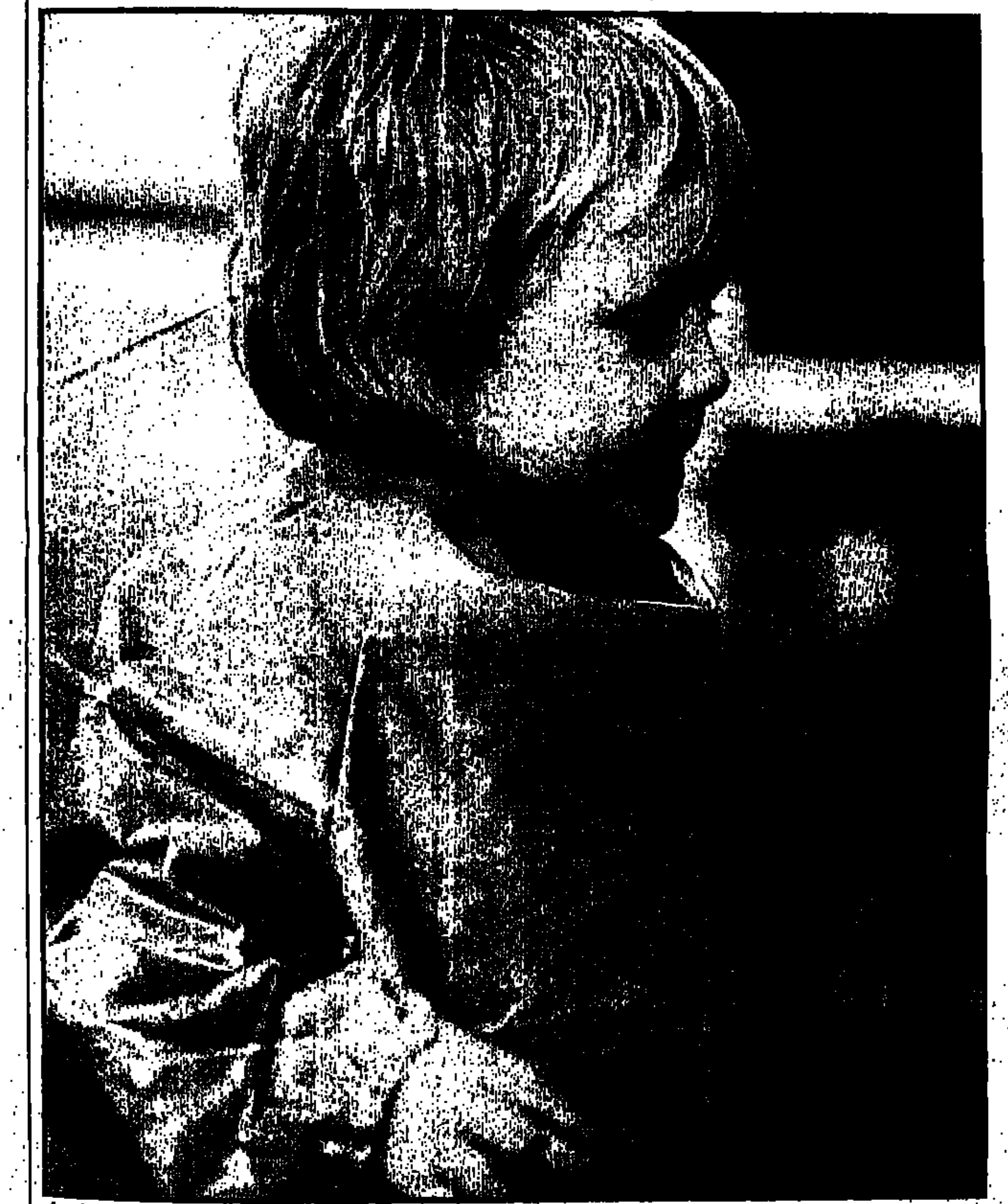
This affectionate photographic record of children at work and play in Hatfield first and middle school, Sheffield, was compiled by Mr Colin New, who left the school earlier this summer after nine years as headteacher.

Mr New, who has a picture in this month's Royal Photographic Society Exhibition in Bath, took up photography to stop him "eating, drinking, and sleeping" school.

"I specialized in landscapes at first but then I began to concentrate more on children's portraits . . . there's no escape," he said, not at all regretfully.



A calculator maths lesson for 12-year-old Dawn Snevlin



An ink-covered Mark Stacey makes a first attempt at printing



Kim Wild and friends in the movement lesson



Ian Raffo treads water at the nearby Concord sports centre



Vannessa Wilks and Deborah Little relaxing in the reading corner

OVERSEAS

Flight to forge a language link

CHINA

Hilary Wilce describes a boost in educational aid from Britain

China will receive a substantial boost in educational aid from Britain this month, when 30 teachers of English fly out to take up positions in Chinese universities and institutes.

The number, though barely enough to fill more than one row of a Jumbo jet and infinitesimal in relation to the millions of Chinese who are said to be clamouring to learn English, nevertheless represents a dramatic 50 per cent increase on the number of British Government-backed English teachers who were working in China last year.

The teachers' arrival will also herald the beginning of a new concept of cooperation on English language teaching between the two countries. This follows a visit to China last year by a British Council delegation which examined ways in which the Chinese Government's requests for help with language teaching could be met.

The delegation found that working conditions were often spartan, but the commitment of teachers and students was outstanding. Local libraries are well stocked, but audio visual materials are poor.

Under the scheme stemming from the delegation's report, teachers working in groups will train Chinese staff who will later leave for a year's training in Britain, before returning to take over as the British teachers withdraw.

The programme's priorities are teacher education, English for special purposes, distance learning (the BBC language series *Follow Me* has been an enormous hit in China) and improving exams and testing.

Britain will not only provide teachers, but also materials and advisers, and take part in an annual evaluation conference in China.

The budget for the language programme is scheduled to rise by £60,000 this year to £240,000. It will climb to £450,000 a year by 1985, and then level off.

The current chapter in Sino-British relations opened with the 1978 visit to China by Mrs Shirley Williams, the then Education Secretary. Her visit coincided with growing awareness by the Chinese authorities of just how desperately they needed the West's technology – and the language to use it.

A year later the cultural cooperation agreement was signed and the British Council opened up shop in Peking. Both countries had high hopes of the trickle of academic exchanges turning into a flood, but cash problems and administrative difficulties have kept numbers down.

Today the Royal Society, Voluntary Service Overseas, and any number of individual institutions are shuttling people to and fro, but Britain still lags behind many Western countries in forging strong educational links with China.

The United States is thought to have at least 200 English language teachers in China, and up to 12,000 Chinese students in its universities and colleges. West Germany plays host to 1,200 Chinese scholars of various kinds, but in Britain the figure is nearer 600.

A major problem has been the introduction of full-cost fees for overseas students, which has put this country's higher education way beyond the Chinese pocket, and this level of charges will almost certainly hamper attempts now being made by Britain to cash in on the training and equipment contracts due to flow from a £125m World Bank loan for improvements to China's main research centres.



Secondary pupils . . . ill-prepared for the new demization programme

Plea for technical training

Secondary education in China needs urgent reorganization to provide more technical and vocational training, Premier Zhao Ziyang has reported to the National People's Congress.

For the past three years, the Ministry of Education has urged city and provincial authorities to convert most senior middle schools (for 15 to 18-year-olds) to technical and vocational schools, but the move has not been quick enough, so that intermediate and high-level specialists are in short supply.

According to Zhao, this holds back expansion of the technical force, resulting in an enormous waste of investment in education. Only one senior middle school-leaver in 16 can gain a place in China's 715 universities, and the rest, with no technical subjects in their curriculum, are ill-prepared to take a constructive part in China's modernization programme.

"No time must be lost, said the premier, in setting up vocational and technical schools for at least 40 per cent of senior middle school students. This involves converting enough schools to teach four million students, devising specialist courses and, even more difficult, training or retraining some 250,000 teachers.

Zhao Ziyang proposed that qualified scientific and technical personnel and master craftsmen should join school staffs and that factories and mines should run classes jointly with regular schools.

These developments are envisaged at the same time as advances planned for higher education, to increase the annual enrolment to universities from 315,000 in 1982 to 850,000 in 1987, a staggering rise of 75 per cent.

Together with the planned expansion of radio, television and correspondence classes, it is difficult to see where all the extra teachers are to come from.

China's well-known talent for improvization will be tested to the full for the foreseeable future. As Mao used to say, in education the quality and quantity of teachers is the main problem.

Peter Mauger

Two-thirds of world's 'gifted' children cannot be identified

Peter Congdon on an international conference in the Philippines

Teachers are only able to identify a third of all gifted children, a major international conference on gifted and talented children was told.

A British researcher, Ms Frances Painter, said that her work, which covered more than 5,000 British pupils, had shown that test scores consistently threw up a far greater percentage of gifted children in the population than had been formally recognized. This tallied with other research findings in the United States and Britain.

The Fifth World Conference on Gifted and Talented Children, held in Manila, in the Philippines, also heard from an Australian researcher, Ms Miraca Gross, on comparisons between a teacher-directed and a child-centred approach to learning.

She told the conference of findings that "bright" children (average IQ 123) make more progress in creative, under teacher direction, while intellectually gifted children (average IQ 139) experience more gains from a child-centred approach.

The conference was the first international meeting on the gifted to be held in the Far East and the first to be conducted in a developing country.

A number of developing countries reported official support for gifted education. Indonesia is about to launch a seven-year plan for such children, while in the Philippines the need for a gifted programme has been stressed.

But an ambivalent attitude towards the subject still exists in many developed countries. Current educational policy in Denmark is still against programmes for the very intelligent, although talent in art, music, dance and sports is supported.

The recently implemented 1981 Education Act in the United Kingdom concentrated on the special needs of the handicapped, but gave little positive guidance on the special needs of the highly able.

Throughout the United States it is now mandatory to identify and provide for the handicapped, but the same policy for the gifted only exists in about 24 of the individual states.

A recurring theme in the conference was that of the gifted handicapped. It is now recognized that many individuals with physical handicaps have normal intelligence, but only recently has it been appreciated that they may also have exceptionally high intellectual potential.

The accurate assessment of such individuals is made even more difficult by the presence of handicaps such as visual or hearing impairment, dyslexia or cerebral palsy.

Ms Janet K Jensen of the United States, pointed out that the attitudes of handicapped can often assume leadership roles in developing countries. Yet the understanding and treatment of these handicapping conditions which mask gifted disabling conditions which mask gifted were dyslexia or specific problems in coping with reading and spelling, and bilingual or black backgrounds, she said.

Dr Peter Congdon is the director of the Gifted Children's Information Centre

Book advises community protest

Parents urged to picket over poor-quality teaching

AUSTRALIA

A book which advises parents to picket schools to "get rid of truly terrible teachers" has created a stir within New South Wales.

The book, *The Parent Action Manual*, by Mr Greg Andrews, includes five pages of action-packed advice for militant parents. After outlining the peaceful negotiations which should be tried first by parents in order to "get rid" of truly terrible teachers and principals, the manual urges a strike as a last resort.

It says: "Acting politely and carrying out your campaign solely through correspondence and phone calls will get you nowhere. The most effective way to prompt action is by getting publicity and creating a disturbance, organize a picket line outside the school with banners and slogans."

Teachers used demonstrations and strike tactics all the time to improve their conditions and parents should use their model, Mr Andrews says.

Organizers for the teachers' union in the Hunter District, North of Sydney, believe that some of this advice has already been used in at least two recent cases.

A senior organizer, Mr Adrian Lewis, said that while some of the information in the manual was valuable for parents, its approach could reverse the course of teacher-parent relationship. Other union officials are afraid that some of the advice could be used by extreme groups, particularly moral majority-style groups and fundamentalist organizations, against individual teachers who are considered to be "deviant" in their teaching or in their personal lives.

The education department (which is described in the manual as an "unmoveable mountain") is also concerned that undue pressure may be put on individual principals by parents' groups with a "score to settle" against particular teachers.

For their part, the parent and community groups believe the manual to be an invaluable tool, and, according to them, it is selling rapidly.

Luis Garcia

THE BRITISH COUNCIL
& THE CENTRE FOR INFORMATION ON LANGUAGE TEACHING AND RESEARCH (CILT)

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HE paradox for the radical Tories

by Philip Venning

Radical Conservative ministers in Britain have still to face the paradox that their desire to regenerate the economy is often at odds with their support for traditional university values, said Mr Stuart Maclure, editor of *The TES*, in Adelaide today.

Addressing a conference of the Australian Institute of Tertiary Education Administrators, he said that radical right-wing ideologues in Britain tended to be passionate defenders of the status quo in most matters of university policy.

"Yet the traditional values of modern English higher education are by no means market-orientated: they are profoundly hostile to industry and only slightly less so to commerce."

So far no British government had really come to terms with reconstructing the economy, but if that happened – either on right-wing radical or socialist lines – it would cut deep into the traditional attitudes and prejudices of the universities and, indirectly, the schools.

This might mean much more direct intervention by the government in the way it allocated money towards courses thought to have economic relevance and away from those that had little commercial value.

The University Grants Committee had already steered funds towards "excellence", but this usually reinforced rather than changed the present characteristics of the university tradition.

The arguments against manpower planning had held sway until now, in spite of the recurring desire by both government and industry to give more direction to the large sums spent on university, polytechnic and college departments.

"But this may be changing: the direct intervention of the Government in funding courses and students in information technology could be seen as a sign that a government, which certainly does not believe in government-imposed industrial plans, is quite capable of acting directly on the finance, both of colleges and of students, to promote new, sunrise industries."

Such specific actions were likely to be less common than more general changes in finance, taxation and regulations aimed at giving industry and commerce greater influence in higher education.

The future of the economy had already had an important effect on Britain's school and further education system, particularly in the creation of the Youth Training Scheme. This was to be a permanent change and not simply a temporary response to youth unemployment. It had effectively raised the education/training leaving age to 17, and it was probable that within a few years it would become 18.

The trend in schools was towards a more vocational secondary education. "When everyone who leaves at 16 can look forward to two years of YTS, this vocational orientation will become more explicitly aimed at technical qualifications at the technician level, and there will be a greater tendency to equate the YTS with the bottom 40 per cent of the ability range."

The parallel development of YTS with the full-time school and further education system was an artificial divide which would at some time need to be abolished.

"The big stumbling block is obviously the £25 a week, which is being paid to 16-year-olds in YTS, but not to 16-year-olds in school or college, but this anomaly cannot endure forever."

OVERSEAS

Aiming for more even standards of learning

WEST GERMANY

Caroline Cuss on the response to Federal cuts in maintenance grants for schoolchildren

Drastic cuts in Federal maintenance grants to West German schoolchildren, leaving such payments largely up to state administrations, have led Social Democrat politicians to accuse the Government of destroying equality of opportunity, and some Liberal politicians to express fears of a return to a former provincialism.

In the face of this the ruling Social Democrats in North Rhine-Westphalia have produced a draft law to preserve "an even standard of living" nationwide.

The Christian Democratic Government decided last year to reduce the number of schoolchildren entitled to grants with the aim of saving Dm200m (£50m) this year and Dm600m a year from 1984.

But the cuts may well affect the willingness of some working-class parents to support their children staying on at school.

Until now, depending on parental income, children in grammar school sixth forms, full-time vocational schools and in the *Zweiter Bildungsweg* (evening schools) have received average monthly maintenance grants of between Dm205 and Dm520.

From the beginning of this school year, August 1, only those children who have to live away from home because their place of learning is too far away for daily travel are entitled to grants (with the exception of those who attend evening schools and colleges, or courses for which a completed vocational training is a prerequisite).

Children living at home who attend grammar schools and full-time vocational schools are entitled to maintenance under a transitional hardship ruling only if they are from particularly poor homes, and had already entered a class which entitled them to the former grant. The upper limit of this hardship allowance is Dm200; it applies to only 50,000 children, and runs out in 1986.

The new provisions cut the total number of children eligible for maintenance grants down to a third 40 per cent of whom are in vocational schools.

The response of the *Länder* to the change has been varied. Berlin and Schleswig-Holstein, with Christian Democrat governments, have come up with schemes, not yet ratified, based on the former hardship ruling. Bavaria and Rheinland-Pfalz, also Christian Democrats, have decided on grants to gifted pupils. Rheinland-Pfalz also intends to award travel costs and help with learning materials, the amount depending on the number of children in a family. Baden-Württemberg has not yet produced a concrete plan, but is expected to settle for grants to gifted pupils.

The SPD-controlled states have not yet ratified schemes, but are certain to eschew any ability-tested form of grant: Hamburg is thought likely to decide on a grant based on social criteria.

North Rhine-Westphalia's proposal, which if implemented nationally, would cost Dm125m this year and Dm300m next year and in 1985, would apply to around 90,000 children living at home, and affect those at post-compulsory level whose parents were particularly poor. The upper level of maintenance would be Dm275.

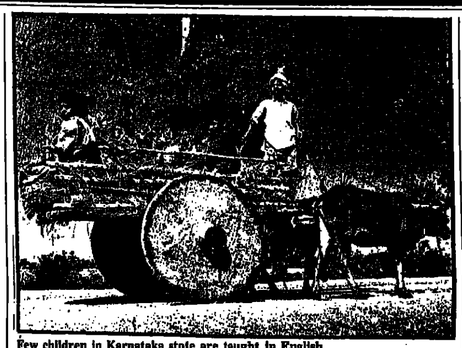
According to a spokesman in the state's education ministry, more than 90 per cent of sixth-formers live at home.

It is too early for any confident prediction of the effect of the cuts. Dr Dorothee Wilms, the Federal Education Minister, does not believe parents will be discouraged from sending their children on to full-time post-compulsory education, but the Liberal Party (FDP) fears that the grants for highly gifted children will lead to the disadvantage of the all-round gifted pupils.

Despite the Government's efforts to save money, spending on education as a whole is expected to rise in 1983 by 2.4 per cent – an increase welcomed by Dr Wilms.



Dorothee Wilms



Few children in Karnataka state are taught in English

English ban fails to appease

INDIA

The government of Karnataka state in south India has banned the opening of any new English-speaking primary schools in an attempt to convince adherents of Kannada (the official language of the state) that it means to promote that language at any cost.

The decision has brought the provincial government flak from both camps. Those who want English-language schools to increase are afraid that the ban will harm the interests of Kannada-speaking people because, as one local paper put it, ". . . a few years from now, a whole generation of citizens in this state will flood the employment market in a desperate bid to find local jobs, since they will have no takers elsewhere" (in India).

But the pro-Kannada lobby is not happy with the ban either. One of its spokesmen called it "an eyewash meant only to delay the real issue, which is giving Kannada prime importance in the educational syllabi".

It points out that out of more than 35,000 primary schools in the state, fewer than 500 have English as the medium of instruction, over half of which are in Bangalore alone. On the other hand, there are nearly 3,000 Urdu-medium primary schools, over 1,000 Marathi-medium ones and a couple of hundred where Tamil and Telugu are the languages of instruction.

A S Abraham

Job-shedding predicted

FINLAND

School has resumed or started for 567,000 pupils and 45,000 teachers after an 11-week holiday – amid growing doubts about the medium-term viability of comprehensive and senior secondary education.

Finland's national union of teachers (OAJ) has predicted that, given existing trends, 6,200 staff in middle schools and *Gymnasia* (senior secondary schools) will become redundant by 1988 as enrolments contract in response to the low birth-rates of the early 1970s. At present unemployment among schoolteachers runs at 6 to 7 per cent – around the average for all occupations.

"The number of teaching posts will diminish by a few thousand if there are no changes in government policy," Mr Reijo Jokinen, the OAJ's school affairs secretary, said. "However, we have already been able to soften the blow by persuading the authorities to retain some small classes in the comprehensives and some senior classes that were being phased out in remote districts."

Mr Jokinen emphasized that the overall trend depended on numerous unpredictables, including overhauls of the school system. Referring to finance ministry plans to give education a rather thinner slice of the public spending cake in the next five years, he recalled that during the last squeeze on the schools in the mid-1970s the disruption of actual teaching had been minimal.

The OAJ hopes the unemployment problem can be alleviated by bringing the retiring age in *Gymnasia* – 63 – into line with the 60 years that is standard in comprehensive schools.

Donald Fields

Health spending hurt

UNITED STATES

The Reagan Administration's decision to cut back on educational spending is threatening special education in the United States, claims Dr Ed Martin, director of the New York Human Resources Centre.

"Never has there been a time in recent years when the US government's philosophy has opposed all that the International Study Group represents," he told a recent seminar on special education needs that was organized by the group.

Dr Martin, who served in the Federal government under five presidents, said that while defence spending has risen sharply, a $9m (£6m) cutback has been made in child health programmes. The government was also attempting to reduce the number of children receiving special help under the law.

The seminar was held at the Mayo Clinic, Rochester, Minnesota. Speakers from the United Kingdom were Professor Neville Butler and Dr Mary Haskins reporting on the national child health and education study, Dr Ken Cornwall, principal educational psychologist for Hampshire, who reported on the British Psychological Society's study of pupils with specific learning difficulties, and Mr Colin Stevenson and Dr Nancy Eyles who described research at Southampton University's learning disabilities unit.



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LETTERS

Global ignorance

Sir – Can Mr David Airey (*TES*, August 19) produce evidence beyond personal anecdote for his assertions about lack of knowledge in students who have studied geography? Most of us enjoy quoting the individual howlers we receive, but there ought at least to be some sympathy for the student who confuses the Trossachs with the Cossacks rather than ridicule.

Most of the evidence to which I have access suggests that present-day students are no less informationally equipped than their predecessors. And the archetypal traveller who suggests that "Torremelinos is very close to Luton" has an understanding of distance that is sophisticated beyond atlases, rather than deficient in the reading of time.

It is certainly true that present-day geography has ambitions and wide-ranging goals for learning; we do not want to produce a generation of narrowly-jingoistic racists or environmental vandals and many syllabuses therefore reflect a concern for skills, empathy and values as much as for information. But unlike Mr Airey, I do not think geography "in many schools" has rejected global perspectives. (Incidentally, the impact of tourism is a major growth area of study in many geography syllabuses and a recently produced Geography for the Young School Leaver unit is some evidence of the fact.)

Mr Airey is right to suggest there is a corpus of general information about the world which a student should expect to have acquired by the time he or she leaves the school; the Geographical Association is just instituting a nationwide quiz competition called "Worldwise" to emphasize that dimension of the subject and underline the "usefulness" of geography to the wider community.

But it is at the level of a quiz competition that such information belongs. It may be helpful to encourage the learning of much terrestrial bric-a-brac in odd moments at the end of lessons, in wet lunchtimes, and even in detention periods; but to place it as the major intellectual thrust of a geography curriculum would be misguided.

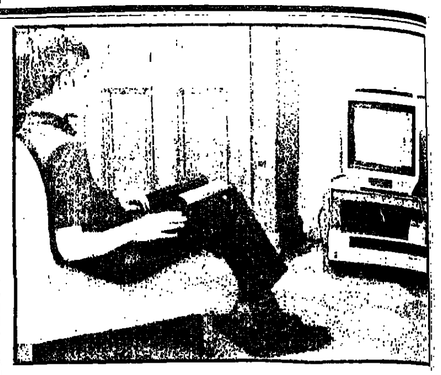
REX WALFORD
President
Geographical Association
343 Fulwood Road
Sheffield

Creating interest

Sir – The Association of Teachers in Tourism complains that "information on national capitals, frontiers, ports, rivers and mountain ranges is often woefully lacking." This is not the case in my atlas! What intrinsic value is there in "teaching" pupils (that is getting them to commit to memory) facts about these things without which, presumably, it is impossible to decide on a holiday? The principal tasks of teachers of any subject are to convey an enthusiasm for it and to impart the wherewithall of study.

NORMAN LAW
Waingel's Copse School
Woodley, Berks

How to play out an end-game on video porn



Sir – Pat and Ken Reid's proposals ("Porn in a wider game", *TES*, August 19) for restricting the access of children to pornographic videotapes attack the problem at far too late a stage in the process of production and consumption, and at the point at which the force of law would be least effectual.

Those parents (and there are evidently many) who are complacent about their children's viewing, or even condone the watching of video films depicting physical and sexual violence, are unlikely to be deterred from allowing their children access to such material by the necessity of signing a legal guarantee against doing so, as breaches of such guarantees would be very difficult to detect and prosecute in practice.

The mere suggestion that local authority officers be empowered to inspect the homes of videotape borrowers would provoke such a public outcry against the apparent invasion of personal liberties involved, as to make it politically impossible for any government to proceed with the necessary legislation. Moreover, it is quite unrealistic to hope that the present administration would put any law on the statute book that entailed the creation of new public service posts on the scale that would be required.

The real need, surely, is to ensure that videotapes exploiting violence, sex or horror as subject-matter simply cease to be produced. This could be achieved within existing machinery by prohibiting the manufacture and sale, in videotape form, of any films other than those granted a U certificate by the existing licensing authorities, and by creating a legal requirement that all original material produced especially for the video market be submitted to, and approved by, these authorities before reproduction for commercial sale is permitted.

A further statutory requirement that all video shops and mail order outlets be subject to licensing and periodic renewal of licensing, as is the case for public houses, betting shops and casinos, would increase the safeguards against evasion of content-licensing laws by video piracy.

It has been traditional in this country for problems that arise at the points where taste, commerce and morality intersect to be solved by a mixture of statutory regulation and resultant self-regulation. The legislative framework I have suggested would, I think achieve the same end, and would bring a necessary, if sadly belated, element of social control to bear on the situation of moral anarchy which at present prevails in the video industry.

A WYN HOBSON
67 Stryd Fawr
Bethesda
Gwynedd

Habit-forming

Sir – Having recently completed some small research into the video viewing habits of young children, I would agree with much that Pat and Ken Reid write in "Porn in a wider game". I used a questionnaire with more than 250 children aged between 9 and 13 years. It soon became apparent that there is much viewing at the homes of "friends" and often of videos which have been forbidden. Children admitted to viewing forbidden videos when their parents were absent or at night when the rest of the family were asleep. There is little evidence that parents keep adult videos locked away and it is all too obvious that there is virtually no regulation by many parents of what their children view - but has this not also been found to be the case with television?

As for a "major dereliction" of parental responsibility there is little doubt that such parents in fact either do not "know better" or do not care, and no British law has really effectively directed the way a family should behave in its own home.

Teachers have been lamenting for some time the apparent difference between the moral standards expected of them and those exercised by many parents, and through them, their children. In the case of video films it is clear that children are viewing uncensored versions of films which it would be illegal to admit them to see in a public cinema. Of the 261 films specifically mentioned by the children in my researches, only 28 are designated as "suitable for viewing by children".

DAVID J HARTSHORN
Nonesuch Cottage
Bunkers Hill
Badby
near Daventry
Northants

Community careers

Sir – Please do not think me unappreciative of Ian Bradley's article on some of the very early Community Service Volunteers (*TES*, August 19). But I question the concluding implications: that it was only on a few, or on those already drawn to a career in the social services, that exposure to human needs made much of an impact.

Many police cadets remained in touch with their projects for years, remembering with birthday cards the children whom they had cared for, visiting the institutions where they had served, at great distances from their own homes, and eventually bringing with them their own children.

More poignantly, many youngsters in trouble who had been looked after by cadet volunteers when in remand homes kept up a correspondence with them from the approved schools as being perhaps the only friends they felt they had. It was often hard to restrain volunteers who had left school with outstanding A levels in science from switching to the humanities at university and likewise cadets from seeking to leave their forces in order to try for the social services.

Participation in part-time voluntary work is not the only criterion by which



Part-time voluntary work . . . just one way of catering for those in need.

to judge the consequence of having engaged in full-time service. It has been reflected in their professional lives, for example, by readiness as a lawyer to take interest in clients unable to reward them; as a journalist, to champion those who cannot speak for themselves; as an army officer, in involving troops in community service. It has been reflected in private lives, in a deeper understanding of the needs of children, including their own, especially when handicapped.

Twenty-one years ago it was considered distinctly odd - by teachers parents and their own peers – for a sixth-form leaver to choose to work on a survival allowance in Bethnal Green or the Gorbals: and just as odd, by most social workers, that young people could make a worthwhile contribution to their problems. It is not easy to arrive at a statistically acceptable method of assessing the intensity of an experience. But had the early volunteers made a negative or negligible impact on their projects, it would never have been possible later to extend these opportunities to disabled teenagers, older children-in-care and young offenders, as well as so many unemployed young people, to discover that they, too, have something to give.

ALEC DICKSON
CSV
237 Pentonville Road
London N1

In accord . . .

Sir – Your August 12 issue contained an article on a government sponsored research project which showed that "single-sex schools make no significant difference to girls' examination results."

My own research, examining work on this topic over many years, came to a similar conclusion. The evidence affords no grounds whatsoever for anyone to state – as done so often – that single-sex education for girls produces, because it is single-sex, higher attainment than co-educational schooling.

R R DALE
(formerly Reader in Education
University of Wales)
40 Regent Road
Skipton
North Yorkshire

Cooperation

Sir – Our agency is conducting an inquiry into young people and cooperation. We are seeking to discover what past, present and future work is being undertaken and by whom, to enable young people in the age-range 10-25 to develop as cooperators, both as individuals and as groups.

Any information, views and ideas on this matter would be gratefully received. We will reciprocate by making available the fruits of our collective labour.

DAVID SMITH
Gwent Common Ownership
Association Ltd
78 Bridge Street
Newport
Gwent NPT 4AQ

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Smoke signals

Sir – The news that over the past year the number of people in Britain who smoke has been reduced by a quarter and consumption by a fifth should give encouragement to teaching staff who have endenvoured to include health education in their curriculum.

I believe that if a sponsored campaign throughout the schools in the country to design an anti-smoking postage stamp could be organized it will assist in the schools' work in the development of an informed public.

Israel has seen the need and value of issuing an anti-smoking stamp to assist in its campaign. It shows an ashtray filled with sweets and an inscription which states that it is Israel's anti-smoking campaign and that "life is sweeter without smoking".

Here in Britain where commemorative stamps have been issued based on many worthwhile themes, it is surely possible to extend these to help combat the annual toll of 50,000 deaths from smoking.

T SEGAL
Nine Mile Ride
Crowthorne Berks

Lermontov minor?

Sir – Neil Philip's brief review of Nabokov's *Lectures on Russian Literature* (August 12) casually dismisses Lermontov as a "minor writer". I cannot be the only reader to be awed by Mr Philip's critical fastidiousness, and I long to know what his criteria for literary excellence might be.

At the very least, Russia's greatest nineteenth century poet after Pushkin deserves some explanation of his relegation.

MICHAEL PALFREY
39 Northwood Falls
Woodlesford
Leeds

Cardinal point

Sir – In "Second Opinion" (August 19) Bernard McManus outlines his views about how a Roman Catholic diocese should relate to the local education authority. We would not want to take away from any judgment which he would want to make about how things should be organized, however, we are concerned that he has tried in this instance to build up his case on misleading information. We are no more fully informed about Birmingham than Mr McManus but we can speak from our experience about Westminster.

The evaluation of the Westminster Diocese Education Commission, undertaken by The Grubb Institute was part of a long-term policy decision built into the commission's original formation as expressed in Cardinal Hume's 1976 White Paper, *Planning for the Spirit*. Bishop Konstant, chairman of the commission, was involved in commissioning The Grubb Institute to evaluate the organization and actively supported the work as it was carried out. He was involved in the full discussion of the findings and the subsequent proposals, which were endorsed by him and the commission itself.

The emphasis of the new structure has been to integrate a wide range of educational activities in Westminster, of which work in schools is but one part, into the living structure of the Church.

Mr McManus is raising an important issue and it would be a pity if he weakened his case by failing to check the soundness of some of his evidence.

BRUCE REED (Executive Chairman and Project Director) and
JOHN BAZALGETTE (Consultant and Project Officer)
The Grubb Institute
Cloudesley Street
London N1

TALKBACK

Tyranny of grades

HELEN BATCHELOR

A level results have been released and I am just one of the thousands of students who were entered. Unfortunately, with the large amount of successes there are just as many failures: this is inevitable and necessary to determine who is capable of entering certain fields of higher education.

But, is the present system the best way of sorting out people? Do exam results represent the amount of hard work and achievement done in two years? The grades awarded at A level seem to depend a great deal on luck.

I feel cheated because I did not get the grades I feel I deserved. My aim in writing is to make people understand how I feel and how others in the same predicament feel.

I started my revision in the Easter holidays allowing myself only a couple of days off working. I read, wrote essays and notes. I wanted my A levels so much that I actually enjoyed my revision; I can still recall the energy I had for work. I continued revising up to the examinations and I probably worked harder than some people. I revised as much as I could because I knew I could do well and other people had faith in me which I had never had before. It felt so good to have that faith but I was mistaken. I thought people saw me as clever and not just hardworking.

I did not fail because I did not work hard enough and it was not because I was revising the wrong way. I used the same method of revising for my mocks. It could not have been the pressure because I had always coped well before; after all, I gained ten O levels. I did not fail because I believed I could do better than was possible for my intelligence. My class essays were not perfect but they had gained consistently good grades. My teachers did not mark my essays high either, since my friends were of the same standard in class and they did so much better in the exams. Perhaps, you can understand my bewilderment and shock.

The night before opening the envelope to see the horrid grades was restless and by the morning I was tired, scared and excited. I remember tearing at the envelope, seeing the grades and feeling my heart collapse and my spirit deaden. I almost gasped in horror. I was so shocked and my whole world shattered. I had to pinch myself to believe I was awake. I could not distinguish between what was real and what a dream; I wanted it to be a nightmare. I could not believe the world could be so harsh: I was muddled and my feelings were numb. I felt sick and scared. I had thrown away the opportunity of a university and probably a polytechnic. I was shivering and sweating. I felt claustrophobic and then I wanted a refuge; a dark corner to hide in. I was ashamed, angry and confused. I wanted to blame someone or something but I could not. I lost my enthusiasm, my energy to work harder and my faith in this world of being cruel and unjust. My parents were unhappy, I think, but then I was so caught up in my own grief. I am not exaggerating when I explain how wretched and empty I felt. It was no joke: no little incident: I was crushed because I lost belief in this world being good.

Of course, a friend rang up to see how I had done. That made everything worse because I was scared of being humiliated. I wanted to hide until I could find enough energy to fight again and win.

It is so much harder to get to the top without good grades, it is so much more difficult to rise once you have fallen and to prove yourself to others that you are better than your examination results show.

The reason I feel cheated is that I have been told I have a lot of energy for hard work and I do show interest and enthusiasm to learn more. But my hard work means nothing if I cannot pass some wretched exams. If you care about your work you do not get extra marks and if your studies improved you as a person it does not help you if you fail your exams. But, in my opinion, education does not mean a list of grades. Education is supposed to develop your character and widen your outlook so you will not be so self-centred; so black and white in your views. Education is supposed to make you more tolerant, to enable you to be more understanding. No one can make me believe that a piece of paper is more important than improving the mind. I have gained more than a piece of paper. I can use my knowledge to understand myself and others. I am maturer and I care about the world but I cannot prove I know anything with my grades. In the end, grades are the only thing that matter.

Helen Batchelor took English Literature, History and French A levels at Queen Elizabeth School, Crediton, Devon.

Learn or burn

A J CLARK

The National Fire Protection Association in the United States has created and extensively tested a comprehensive package known as the "Learn not to burn curriculum". Here in Britain the Home Office has initiated projects in conjunction with relevant bodies (Schools Council, Fire Prevention Service) – one example being "Project Fire 8–11", a teaching pack having much in common with the American NFPA material. This has been widely distributed in schools since 1977 and used by teachers in a variety of ways, sometimes with the involvement of the fire brigade.

The results appear to have been very varied and there is little evidence of systematic and coordinated integration of this material into the curriculum, according to the Home Office internal report, *Project Fire 8–11 Study*.

To assess the state of fire-awareness among our children, I distributed questionnaires in five schools, selected to give varied backgrounds, and analysed the response of 2,671 pupils aged 11 to 18.

"In the night you awake to a strong smell of burning, and you can hear a distant crackling sound. When you turn on the light, you can see thick, black smoke oozing around the edges of the bedroom door.

"Should you:
a) Go and arouse the other people in the house?
b) Try to escape out of the window?"

About two thirds of the children whould have opened the door on to the fire and probably died as a consequence.



"You are in the middle of a large department store when an outbreak of fire occurs. The whole place begins to fill with billowing clouds of smoke so that, suddenly, you cannot see anything.

"Should you:
a) Get down on the floor and try to crawl to the exit?
b) Put a scarf or handkerchief over your face and try to feel your way to safety, perhaps along the wall?"

Almost exactly half of the children would have got it wrong and choked into their scarves or handkerchiefs.

On the correct action to be taken clothes catching alight, a chip-pan fire and immediate treatment for a burn injury, the correct response level in each case was about four fifths – encouraging, but still leaving room for improvement. Many children, it seems, have seen stuntmen on television rolling to extinguish their clothes.

The third section looked at the general fire-safety scene in the home. In four fifths of homes the doors are closed at night and electrical appliances switched off and unplugged (or, at least, that is what they think happens). Matches are stored safely away from young children in a majority of cases and very few homes have mirrors above open fireplaces. In 17.6 per cent of the sample, though, at least one person smokes in bed, which according to the Home Office pamphlet, *Danger from Fire*, is a major cause of fires in the home.

The last section asked whether the children could recall having been given any fire education and, overall about four thirds could not. However, responses were age-dependent – younger pupils remembering teaching from their junior-school days. Only 6.6 per cent had received specific training by voluntary bodies such as Scouts or Guides, and the fire-prevention service. This group performed significantly better than the rest.

The survey showed, then, that some fire-related topics are already quite well catered for and these are the ones which impinge on existing subject areas (home economics and science) but that there are serious omissions, especially related to survival in fire. The markedly better understanding of the dangers which was demonstrated by those children who had received specific training raises the question – why not all children?

A J Clark is a lecturer at Southwark College, London.

Holding heads high

COLIN ELLA

In recent years calls have often been made for headmasters of headmistresses to update their expertise and explore afresh the intricacies of their trade. Whatever such courses put on their menus, an absolute must should be the study of human relationships.

Many heads clearly lack any understanding of their staffs and seem obsessed with unrealistic ideas about extra-curricular activities. Teachers can often pressurized into accepting workloads almost guaranteed to wear them out. Apart from the very obvious unprofessionalism and injustice of this, it is counter-productive in that the resulting sickness and stress caused by this unnecessary overwork seriously affects the real business of educating.

There has been more and more a retreat from positive confrontation, a move away from the workaday life of the school, and increasingly heads have become mere administrators.

Heads should be seen to be the leaders of order and discipline. Let the day return when almost all heads fronted their schools daily in morning assembly. Let them get back into the classroom to experience the front line with all age groups. Let them give their staff clear and concrete advice on how to cope with unruly and violent pupils and unmotivated individuals. Above all, let them lose their mad desire to extend the school day by trying to satisfy the hundred and one ridiculous whims which all their free time has allowed them to dream up.

There is little wonder that there is so much disorder and indiscipline when it is so often remarked about heads: "They just don't want to know". The hierarchies in some of our biggest schools, and many not so big too, create great blocks of administrators rather like lots of heads. This is a recipe for unrest if ever there was one.

Heads need to step right back into the centre of their schools and become involved in understanding the very real human problems of day to day life in the classroom. It is surely their job to ensure that good order, good manners and good discipline prevail. This cannot be done by reading the newspaper in the office while another very overworked and tired teacher does the head's job in morning assembly. There are countless situations where heads need to demonstrate sympathy and understanding towards their collegues.

In timetabling the square pegs put in round holes and the physical and mental workloads imposed are too often given scant regard. It is not uncommon for newly appointed teachers to be given full timetables with the most difficult classes, and in no time at all they become nervous wrecks.

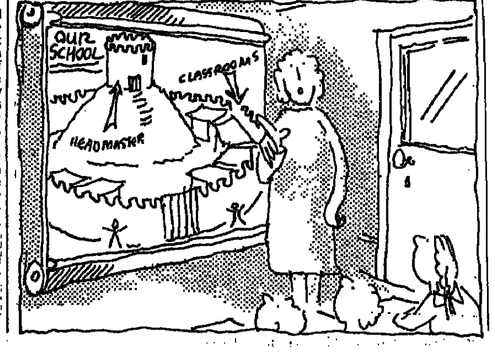
In many cases heads have delegated time tabling to their deputies or even second or third deputies, usually because they cannot make out the programme themselves or they use the excuse that people need the experience. The result is that even less is done to assess the skills and talents of staffs and the head is completely unaware that very unjustifiable workloads have been given or that there is blatant discrimination and victimization.

In small schools there is no earthly reason why the head should not remain very much a class teacher. If they do not undertake teaching then they will often be looking for something to do, or dreaming up some idea for someone else to do. But the trend in our smaller schools is unfortunate, for many heads seem to opt out of serious commitment and refuse to take classes even when staff is sick.

The large and unweildy administration and pastoral blocks should be dismantled. Many excellent subject teachers are wasted in the pastoral wilderness and the unnecessary year-tutor system has already nosed down into middle and primary schools.

There needs to be a swing back towards the helmsman who should establish clear cut and precise patterns of order and respect. Into this fit the complementary needs of the child, and then we may see a far greater degree of satisfaction and commitment, and a good deal less stress in the teaching profession.

Colin Ella teaches English in a Doncaster middle school.



Higher things

ROBIN GAFF

At Castle Manor School, Haverhill, we have tried to overcome the barriers, real or imaginary, between the secondary and higher sectors.

As a result of informal contacts, some 16 lecturers from Cambridge University, and two from Leeds participated in a two-week conference organized by our head of science John Tidswell. The aim was to provide able sixth-form students from all over West Suffolk with an insight into the fields of enquiry that flourish in universities, universities.

Formal lectures, subject-based but not intended only for the specialist, alternated with seminars directly orientated towards A-level subjects. The lectures were given mainly by dons whose disciplines ranged from clinical psychology to classical studies, the seminars held principally by interested teachers from the participating schools.

Haverhill hardly seems the most likely setting for such a conference. The town is dominated by small industries and was the subject of a large London overspill project in the 1960s. It has the reputation locally of being an oversized council estate blighting an otherwise idyllic rural landscape. Needless to say, our school, a former secondary modern does, not have gilded honours boards recording generations of scholarships won at our premier universities, although it does have a substantial sixth form and an enviable recent record of university success.

It would therefore not have been unnatural if the dons had viewed these unfamiliar surroundings with suspicion, or if the students had gawped at these visiting eggheads from the "secluded cloisters". However, the conference was judged by all parties to be a success. We were all impressed by the way in which the dons avoided either going over the students' heads, or of talking down to them – neither "As you will recall from your Erasmus" nor "there was a man in Holland a long time ago called Erasmus who said . . .".

They did not assume detailed knowledge of their subjects but only an intelligent interest, which they were quick to evoke amongst the uncommitted by their sympathetic and informal delivery.

The students gained not only from the lecturers themselves (more than one not-especially-forthcoming student was observed deep in conversation at coffee with a distinguished academic) but from contact with other students and teachers from nearby schools. All-in-all a working atmosphere, at once friendly and serious, prevailed, and we felt all parties received a fresh stimulus at the end of a long academic year.

What will the result be in practical terms? We do not expect the Oxbridge admission figures from West Suffolk schools to leap dramatically, nor a substantially increased number of grade 'A's at A level. If some of the prejudices which have traditionally existed against state school pupils have been broken down, so much the better, though none of our visitors expressed any whatsoever.

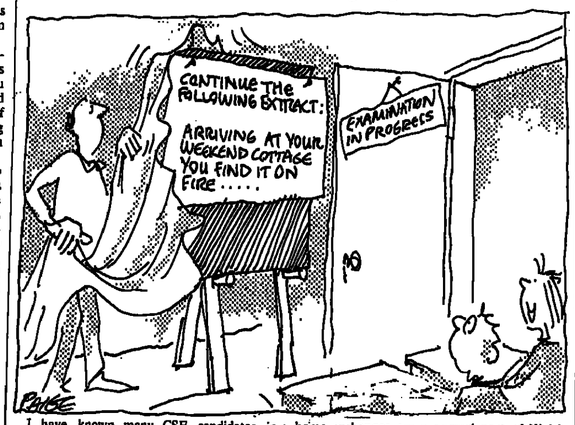
Perhaps some of our students have begun to see Oxbridge entrance as a realistic aspiration and have become more motivated to attempt it. More importantly, some of the air of mystery surrounding Cambridge and what goes on there has been blown away. Students' conceptions of the university have been significantly altered, and school and university staff have discovered much common ground.

Robin Gaff is head of sixth form, at Castle Manor School, Haverhill.

FEATURES

Second to none

The Welsh exam board has great expectations when it comes to examining English Paul Davies finds



I can dispose of all doubts, raised in recent academic research, about pupils' standards of achievement in comprehensive schools in Wales, at least in the teaching of English. Similarly, I can destroy charges of low teacher expectation leading to failure. To do so I rely four-square on factual evidence provided by the public examination system run with such sensitivity by the Welsh Joint Education Committee (WJEC).

Consider the following essay title, which is taken from one of this summer's examinations in English:

"Several organizations are trying to persuade education authorities to ban all forms of corporal punishment in schools. If you support their view say what arguments could be made against corporal punishment, but if you disagree give your reasons for approving the use of such forms of punishment in schools."

Clearly the complex interaction of the two sentences, let alone the vocabulary, demands highly sophisticated decoding skills even before the candidate attempts to write the essay. It is surely very impressive that schoolchildren can so easily cope with supporting a body of opinion by arguing against a line of action. In England, where I taught before working in Wales, I would not have been surprised if an A level general studies candidate had taken a few minutes to sort out what was required by such a title. In Wales, however, this would not be considered difficult enough a task for O level English language, and this title comes from this year's mode 1 CSE English language paper 1, set by the WJEC on June 7.

Narrative essays also demand great degrees of understanding too, as the following title shows:

"Continue the following extract in any way which seems appropriate to you: 'I looked at the floor and watched in horror as water came bubbling through cracks between the boards. In panic I ran to the window and threw back the curtains. The clouds had lifted and there was a full moon. There was no land any longer. The sea, black and silver in the moonlight, stretched from the kitchen window to the horizon. It was swirling past at ... [illegible] ... rising every minute, not in great waves but in torrents but in almost orderly fashion, like a bath filling. Then there was a tremendous crash as the door burst open and water surged towards me. I rushed for the stairs as the lights flickered and went out ...' "

I have known many CSE candidates in Norfolk and Suffolk who would have been pleased with themselves to have merely read the passage through without making too many mistakes. Most would have had difficulties with the sentence structure, vocabulary and imagery. Some, I do admit, would have regarded just copying the passage out as rather a taxing lesson's work. And that is without dealing with the natural jokers whose first sentence would have had the lights saying "good night" as they went out. In Wales, however, this extract is only a starting point, and it is clear that the WJEC anticipates that each Welsh child would handle this title with ease.

A further example will show how mature and aware of the world Welsh children are. Foreign home exchanges are a normal part of Welsh children's worlds:

"For your summer holiday this year your family decide on a home exchange arrangement with a foreign family, so that you spend two weeks abroad in their house and they spend the same time in your house in Great Britain. Unfortunately your family have (*sic*) to return early, so that you arrive back at your own home unexpectedly. As you reach the house you are shocked to realize what is going on. Describe what happens next."

In England those candidates not disturbed by the grammatical error would probably have launched into some vivid, racy and probably pornographic account, despite not understanding the idea of home exchanges or families where each member contributes to the decision. The WJEC has no fears of such impropriety, but earnestly believes that the children of Treorchy, Tredegar and Tynewydd spend much of the winter in family discussions over which home exchange they want this year. In Wales such topics have displaced motor-bikes and make-up as the usual subjects of course-work folders, and the WJEC is proudly showing England what should be expected of children.

It is not only in the more academic areas that Welsh children display their prowess in CSE English. The following question, from the same paper, giving various pieces of information about the controversial siting of a new airport, with one letter written by trade unionists with given a grammatical error, would, in my experience, cause some consternation in England, in Wales it is accepted as par for the course:

"A public meeting is held in Buckingham Town Hall to discuss the airport proposals. Present on the platform are a number of officials representing various viewpoints, with the Mayor of Buckingham acting as chairman. In the audience are people from the local villages, representing all walks of life. Setting out your answer *as a play*, give the various arguments that occur during the meeting."

In England, after I had cleared up the problem of why the Mayor was standing at a railway station on the platform, I would have been very pleased if most of the class had been able to dramatize their own views! In Wales the WJEC not only assumes a general accomplishment in dramatic technique, but even demands that the candidates detail the responses of a total cross-section of society. The procedures of public meetings are regarded as pretty arcane in England, too, but in Wales every child is being prepared for a role as a natural orator. I believe it shows how much enhanced teacher-expectation can play in developing the abilities of even the below-average child.

Finally, in showing how wrong the academic critics have been, I will point out the evidence for my belief that a new super-race is being educated in Wales to meet the demands of WJEC CSE English. In England limited and limiting teachers struggle to get children to appreciate tabloid newspaper prose, whereas in Wales such matters are dealt with in the nursery schools. The final two questions, given as alternatives, on this paper would have thoroughly confused my pupils in England, even those who managed to read them through.

Even O level candidates might feel a little taken aback, but in Wales the relentless WJEC, fully in touch with the abilities and needs of children in Wales, as it says on every possible occasion, knows what level its children can achieve. Indeed, the WJEC has often said that it has never altered its approach in the light of criticism, and that proudly reveals its receptivity and concern. I wonder how many children in England would have known what to make of these questions, with or without the grammatical error:

"Either

"(i) A group called NAPAS (No Airport Plan At Sturlington) are (*sic*) mounting a campaign of protests. Write a leaflet, illustrated if you wish, intended to raise public support for their cause.

"Or

(ii) Write a reply to the editor of *The Times*, 200 Gray's Inn Road, London, in response to the letter sent by the trade unionists (item D), in which you express either your support for their views or your objections to their attitude. Set out the letter appropriately."

It is clear, I hope, that Welsh children are educated to understand how to influence public opinion in succinct ways, that they know what *The Times* is, and probably spend most Sunday afternoons reviewing the last week's leaders prior to sending off their considered opinions. In England it is very different and I have known a class where nothing was known of newspapers outside the tabloids.

I trust that I have vanquished all critics of standards in Welsh schools, and shown how the high expectations of the WJEC are above criticism both in theory and in practice. As one colleague said to me, the WJEC doesn't have to pay any attention to criticism, and I am thrilled to report that it doesn't.

Paul Davies is head of English at Treorchy Comprehensive School, Treorchy, Rhondda.

Goodbye Mr Darwin

Teaching about evolution, women's rights, sex and the events of recent history is threatened when political and religious groups can influence the curriculum as in the United States, Steve Bruce warns

When a spokesman for one of America's new right-wing Christian organizations came to St David's Arizona, to condemn the "godless atheism" taught in public schools, the town's school board were sufficiently moved to review all their courses and recommended books.

Attention finally focused on one young teacher, Michael Bowden, and one book: William Golding's *Lord of the Flies*. The school board unanimously supported the committee's finding that the book was dangerous and should be banned; and went further, banning books by Steinbeck, Conrad and Mark Twain. At the end of the year, Bowden's contract was not renewed.

Another fundamentalist pressure group, the Wyoming Family Rights Forum, sued a school board for using a textbook that, because it suggested that sex roles might be changing, was "anti-family". In St Anthony, Idaho, Ken Kesey's *One Flew Over the Cuckoo's Nest* was banned and the teacher who suggested it as optional reading was fired. The principal of an Alabama school banned Steinbeck's *Of Mice and Men* after getting a petition with 784 names objecting to the book's profanity.

These are just a few examples of what has become common in America in the last five or six years. One survey suggested that 20 per cent of school districts and 30 per cent of school libraries faced censorship battles in 1980 but Edward Jenkinson, author of *Censors in the Classroom* thinks these figures a serious underestimation of the rise in censorship.



One Flew Over the Cuckoo's Nest: the film won five Oscars but recommending the book cost a teacher his job.

The conservatives of America's vocal and well-organized "new Christian right" (NCR) believe that public education has become dominated by "secular humanism", a catch-all term used for anything that does not promote traditional Protestant fundamentalism. The NCR leaders claim to have support of conservative Catholics, Jews, Mormons and others, but the movement is predominantly Protestant.

The fundamentalists object to the teaching of evolution and claim equal time for the Genesis account of Creation. They object to sex education which, they think, exists "to teach teenagers (and sometimes children) how to enjoy fornication without having a baby and without feeling guilty".

The fundamentalists also object to courses which discuss minority rights, the role of women, the interdependence of nations, and the negative parts of recent American history. But most of all they object to anything that smacks of moral and ethical relativism. Believing that there are moral absolutes (the values they hold), they are vehemently opposed to anything that might suggest that values and beliefs are problematic.

The favoured fundamentalist response is to withdraw and set up their own schools, but if students have to stay in public education, then they are encouraged to be reticent. One Moral Majority-related group issued the following instructions to students:

Don't – discuss the future or future social arrangements of government in class.
Don't – discuss values.
Don't – write a family history.
Don't – write an autobiography.
Don't – take intelligence tests. Write tests only on your lessons.
Don't – discuss boy/girl or parent/child relationships in class.
Don't – confide in teachers, particularly sociology or social studies or English teachers.
Don't – role play or participate in socio-dramas.
Don't – get into classroom discussions that begin: What would you do if . . . What if . . . Should we . . . ?
The many local disputes have not been entirely spontaneous or uncoordinated. At the heart of many censorship battles is material produced by a retired Texan couple with no education beyond secondary school – Mel and Norma Gabler – who with a couple of assistants have been researching, and objecting to, textbooks for 21 years.

The key to their success is the state's system for vetting books. Only those approved by the Textbook Review Committee may be purchased with public funds. Every year a list of what is on offer is published and citizens are invited to lodge any objections. The Gablers regularly produce thousands of objections.

One book was bad because its discussion of the Depression might cause students to lose faith in capitalism. Any teacher's manual that suggests asking the students what they think is objected to as "invasion of privacy". A mathematics text that pointed out the relative nature of mathematics definitions was objected to as encouraging moral relativism.

The curious feature of the Texas system is that it allows citizens to object to books but not to support them against objections. Only the publishers are allowed to defend a book. And the Gablers have had a number of successes. The Texas rules require biology texts to give equal emphasis to Creationism. The very threat of being objected to by the Gablers is enough to persuade publishers to pre-censor their own books. One company dropped the word evolution from its biology text because "we wanted to avoid the publicity that would be involved in a controversy over a textbook".

Texas represents almost 10 per cent of the total US market. So what goes for Texas goes for the rest of the nation. No publisher will publish a separate non-censored version for the non-Bible Belt states. The Gabler's influence goes beyond their own direct impact on book content; they are used as "consultants" by many of the groups on the fundamentalist right.

In the battle for racial equality it was the federal courts that over-ruled local interests and it is to the courts that the victims of censorship fights have turned. The State of Arkansas passed a law requiring that Creation be taught as a viable, scientifically valid alternative to evolution. The American Civil Liberties Union took the State to court and the law was struck down on the grounds that it unconstitutionally forced a sectarian religious belief into public education.

In the same month, January 1982, the Federal District Court in Maine ruled that a banned book about Vietnam, *365 Days*, had to be put back into the school library. But while the courts can use the constitutional rights of freedom of speech and the separation of Church and State to impose on local school boards, there are limits to this central intervention. A Colorado court, in upholding a school board's decision to ban 10 books said that the board was "acting within its rights in omitting the books even though the decision was a political one influenced by the personal views of the members".

The courts see themselves as the defenders of the national interest against local particular interests. The fundamentalists see themselves as the defenders of the family, God, America, patriotism, free enterprise and all other traditional values. The fundamentalists' power comes from the American belief in elections. For a nation that has a very poor turn-out – of western democracies only Switzerland has a lower election turn-out – America fills an unusually high percentage of its offices by election. Sheriffs, judges, attorneys, school board officials, even dog catchers, are all elected, and any well-organized local group can force its own values on an apathetic majority.

The other major difference between Britain and America concerns standardization. With some minor qualifications, it is true to say that biology students in all parts of this country will take similar exams and thus follow similar courses. In America there is very little standardization and students can go their own ways until they try to enter universities and sit the graduate entry exams.

The American experience raises some awkward questions for educationists. Everyone is in favour of parental involvement and local input but the success of the fundamentalists of the American Right should make everyone consider for a moment the advantages of a centralized British-style oligarchy of decision-makers who appear to be hardly accountable to anyone.

Dr Bruce is a lecturer in the Department of Social Studies, Queen's University, Belfast.

FEATURES

When east is west

Raymond Honeyford recalls a week of contacts with Asian parents in a middle school

MONDAY

Mrs Hussain is waiting in the corridor on my arrival. She's been there since 8 o'clock according to the caretaker. I usher her into my office. She has virtually no English but Amina, her daughter and one of our third years, is with her, so we can cope with the language problem.

"What can I do to help?" Amina translates and Mrs Hussain launches into what proves to be an intense and animated diatribe against her ex-husband. Amina explains the gist of it concise, correct English. Mr Hussain is trying to kidnap the children and take them off to Pakistan, and can I please stop this. The Job-like powers with which Mrs Hussain has invested me have to be temporarily suspended while I answer the phone.

I then proceed, via Amina, to advise her that if Mr Hussain really is trying to take the children away, in defiance of the court order giving her both care and control and custody of the children, then this is a matter for the police. I promise to send Mr Chowdhray, our Asian EWO, round later to do what he can.

The caretaker comes in to explain something in shocked tones: someone has defaced the school entrance with paint-sprayed graffiti. Nothing improper, of course, only three Asian boys' names – but such behaviour is rare in this Moslem area. I promise to investigate.

Assembly completed, I am met by one of our pupils' fathers who is enquiring anxiously about his boys' progress – or rather the apparent lack of it. I am somewhat less than patient. If he insists upon whisking the boy off on a family visit to Pakistan for six months, as he had done the previous year, what did he expect? Interrupted schooling leads to educational failure. He leaves after promising not to take him off again.

The office rings: Can I offer 11 places for children from the language centres? I can, but only just. Did they realize, I ask, that the end of bussing and the concentration of Asian pupils in far fewer schools means there might soon be no places for language-centre children in local schools? They might, ironically, have to travel to find places. Well no, they hadn't actually, but they saw what I meant. Perhaps we'll need high-rise schools in the inner-cities soon!

TUESDAY

Sajida comes in. She is 10, has long, beautifully plaited hair, gorgeous brown eyes and a Yorkshire accent. "What's wrong?" She is tearful. I piece together the story from the disjointed ejaculations which come between the sobs. Three of her friends have been bullying her. "Why?" More tears. It turns out her father owns two houses and has recently let one to a West Indian family. They insist upon playing loud reggae music till two in the morning, and their Moslem neighbours – severely sober and early to bed – are up in arms. The two miscreants are messengers of their parents' displeasure, and poor old Sajida is bearing the brunt.

Mrs Williams from the school meals service rings. She has heard there is to be a festival in the school and is rather upset we are considering outside caterers. Can she not come along with some of her staff and experiment with some Asian dishes? I am sure the committee would be delighted, and she promises to attend the next meeting.

As I start on my daily inspection of the toilets I bump into Wahida, half an hour late. She looks at the floor. She has, she explains, been to the doctor with mum. "But your doctor is Doctor Saedd is it not?"

"Yes, sir."

"Well, why do you need to interpret?"

More probing reveals the truth: she has had to look after the little ones while mum went off to the doctor and dad went to the job centre – he'd been made redundant last Friday.

My tour of the toilets has to be postponed. A figure straight out of Kipling is bearing down on me. He is tall, straight-backed and transparently troubled. He wears white baggy trousers, long black coat buttoned, military-style, up the front, and a white hat; and he sports a beard dyed orange. His English sounds like that of Peter Sellers' Indian doctor on an off day. I send for our Asian teacher – the school's unofficial, and unrewarded interpreter, and a man of immense patience and courtesy.

The visitor is one of our parents, though he has never been to school before. He has discovered his son has stolen money from his brother's pocket at home. He has conveyed his displeasure to the boy by beating him, and would I kindly do the same so as to impress the wickedness of his ways upon him. It has taken courage for this man to come and tell me this. As a devout Moslem of the highest moral principle, he is deeply ashamed of his son's behaviour. He is determined to do all he can to prevent a recurrence. Deprived of the rationalisations we in the west employ to explain and excuse delinquency, he simply regards his son as a moral agent responsible for his own behaviour. And sin must be suppressed by authority. I don't think my promise to speak sternly to the boy convinces him.

WEDNESDAY

My head of girls' PE is furious. Why am I giving in to the Moslem extremists and permitting even first year girls to wear track suits? PE is a vital part of the curriculum and as important for girls as for boys. Besides some of the Pakistani girls have sporting talent and they have no chance of developing it if we try to restrict their training. I entirely agree. "How", this dedicated teacher quite reasonably asks, "can we talk of sexual equality while this sort of purdah mentality is reflected in school?"

I have no argument. The school's attempts to act as a cultural bridge, enabling the Asian girl to feel at home in the bi-cultural ideality chosen for her parents, are being undermined by a combination of religious fanaticism, official timidity and the misguided race relations lobby. I have been ordered to concede by the office – and I disobey at my peril. I recall the true story of the Asian girl in a neighbouring senior school who has slashed her wrists more than once in rebellion against the dictates of her fundamentalist Moslem father, who insists upon denying her that freedom of expression she sees being everyday enjoyed by her English schoolmates.

THURSDAY

It's Mr Sahid again. He has two questions to ask me: why do I allow boys and girls to sit facing each other during school dinners and when are we going to serve *halal* meat? I have little patience with the first question. The school has had great difficulty in getting the growing numbers of children in the school through the school meals system; facilities are woefully inadequate and afternoon school has been frequently starting late. My deputy and I had carried out an exact "time and motion" study so as to improve efficiency. Among other things we had, reluctantly, concluded that we should have to arrange the tables as continuous benches with the children sitting in rows – it was quicker that way and reduced the fire risk. We had separated boys from girls because they tend to divide naturally at this age anyway. Besides no other parent had complained and the children, predictably, had quickly adapted to the row system. If we listened to the Mr Sahid's of this world, coeducation would be impossible at any age.

The *halal* meat issue is much more serious. Proposals by the local authority to introduce meat obtained under strict Islamic slaughtering conditions had created an enormous outcry in the local press. The English regard for animal welfare had been much in evidence. The indigenous population, including official bodies such as the RSPCA, regard the manner in which *halal* meat is obtained as cruel, since the beast is not stunned before it is killed.

I, as the head and official in charge of school dinners, would certainly be uneasy about this: how do we reconcile that sort of indifference to animal care with one of the school's values – love of dumb creatures and respect for their welfare? Besides, the introduction of this meat would present enormous and costly practical difficulties: some school kitchens would have to be redesigned and there would be problems about non-Moslem kitchen staff touching it.

I told Mr Sahid to direct his anxieties to the offices.

FRIDAY

Nazokat is dragged into my office by his mother. She has him by the scruff of the neck with one hand while carrying his shoes with the other. She has made him walk barefoot to school. Nazokat is the school's number one truant. He is also a liar, thief and bully. Already in trouble with the police, he seems destined to follow the wayward footsteps of his older brother, who dominates him. His mother has seven children and no husband, and she is being driven mad by her erring sons. She screams her displeasure at the boy, then throws his shoes at him.

I stand about looking suitably stern. I can do little to replace the controlling, authoritarian hand of the absent father. More law-abiding than their indigenous counterparts, Asian boys respond well to the principle of unquestioning obedience demanded in their Islamic family. But once father, the focal point of authority, dies or departs their decline into delinquency can be catastrophic. Nazokat's need for a father-figure is now displaced on to his older brother, who provides a bad model. Mother is bewildered:

I promise her we will do our best to hang on to him. By break time I know we have failed; my secretary comes in to say he has disappeared. I ring our long-suffering EWO – a man who deserves a knighthood for his work in the community – and he sets off to hunt the miscreant. At 4.30 I get a phone call from Nazokat's older sister. She is Anglicized and fluent. Why she demands, her voice at fever pitch, has the school not locked Nazokat away somewhere. Why have we not tied him up to keep him in school? Why not, indeed.

Raymond Honeyford is headmaster of a middle school where 80 per cent of the children come from ethnic minorities.



FEATURES

And the fathers came too

Sara Parker reports on a sixth form child development course attracting boys as well as girls



This summer holiday, 16-year-old Helena's homework was to study her toddler sister as a basis for next term's child development course at her Northampton school.

Helena is to take two A levels in the sixth form. She opted in addition for the child development course not because she wants another qualification, but because she likes children. Another pupil hopes to take it because he is interested in psychology.

There is a pioneering quality about child development at Kingsthorpe Upper School. Unrestricted by an examination syllabus, it aims to cut across ability and subject boundaries, scrapping the idea that such a course is mostly for girls, and then usually for the less able.

"One of the reasons why more kids aren't attracted to child development is because it is either a domestic science type of course, just concerned with how to change a nappy or wipe a baby's bottom, or it is very academic, presenting many conflicting theories," says Steven Johnson, the head of sociology who introduced the course last year.

It was a somewhat scrappy affair, taught in the staffroom during his free period, and given the go-ahead too late to attract many pupils. Yet three of the six who turned up were boys.

Child development is not a new subject in schools, but it is normally taken by fourth and fifth-formers at CSE and O level. Since the early 1970s, such courses have grown in popularity with the number of pupils increasing dramatically from 1,000 to 30,000 in less than 10 years.

Yet Steven Johnson feels that the appeal of such courses is not broad enough. At Kingsthorpe, he is trying to provide a course which not only covers child development but also raises a variety of social and cultural questions.

The course has, in many ways, anticipated a five-year project beginning next year at the University of London Institute of Education. Funded by the United Nations Children's Fund, and by the Health Education Council, it will sponsor a research fellow to look at ways of teaching child development.

The plan is to call in local education authorities to help develop a scheme of work and then ask teams of teachers to test the material.

It is hoped that such grassroots methods will overcome any reservations that local authorities or schools may have about such a course, although Steven Johnson believes: "The chances are they will have to have an examination because not every headmaster is as flexible as my own in allowing something without a piece of paper at the end."

At Kingsthorpe, there is also talk of assessment of some kind. But that day is still some way off, and Steven Johnson hopes it may never arrive. "How can you fail a child at being a parent?" he asks.

Indeed, his policy of drawing on the pupil's own experience is, he believes, best achieved by operating outside the constraints of examinations.

"It would be arrogant for us to go into a class and say this is what child development is about – learn it. They know all about it already. They have developed, they have experience of their neighbours' children, their own brothers and sisters," he says.

"They don't want to know about Piaget; they want to talk about themselves and evaluate their own experience. Take a course like this to an exam board and the examiners will want to put constraints on it."

This year, Steven Johnson is planning two terms' work with three lessons a week. Every fortnight, a session will be spent in contact with children. While out of school, the pupils will also be expected to continue their study of a neighbour's child or their own brother or sister.

The idea is that they will discuss and share their experiences. They will write an essay about themselves in which they have to consider how traits in their character have been affected by their background. They will be asked to bring the child they are studying to school or make a video of him or her for the class.

Some of those opting for the course this year clearly saw it as a soft option. But Terry, one of the boys on last year's course, warned: "They'll soon find out that it is not what they expect. It may not be hard work because you enjoy it, but there's a lot to do, and all the time you're thinking about how you'd be dealing with a certain situation if you were a parent."

He feels last year's course helped him understand himself in the light of his own upbringing, and although he is not particularly keen to have children, he is confident that he is better-equipped to cope as a parent.

Like the two other boys who took child development last year, Terry came in half-way through the course because he heard it was interesting. He remembers: "A number of lads in my year would have liked to come along but they couldn't find a free period. They were less biased towards the idea of a bloke doing child development than I had expected. I didn't get any adverse comments."

Child development does not, however, seem to have immediate appeal for the boys. Lisa, one of the girls planning to take the course next term, says: "You talk about it to the lads and they turn their noses up. They think it's wrong for blokes to do girls' things."

Aware of such attitudes, Steven Johnson is determined to develop a course which will satisfy the needs of most pupils. He is out to make it interesting, to touch on a variety of subjects from biology, sociology and psychology to economics and history.

But it is not only the boys he aims to reach, he also wants to encourage the brighter, more academic girls to see the course as an important part of sixth-form study.

Not all teachers, however, recognize learning about parenthood as a valid classroom subject. They see being a parent as a natural process and learning about it without an examination at the end of the course as a waste of time.

At Kingsthorpe, there is talk of incorporating the subject into the core curriculum for 11 to 16-year-olds, where it will reach all pupils – bright and less able, boys and girls.

David Maw, the school's headmaster, is particularly keen on this idea. "We are not selling them a package deal on how to be a parent – offering them another Dr Spock. We are showing them how to start coping with problems, who to consult and where to go for advice," he says. "Child development is a vital ingredient in community education – a whole new concept which is still in its infancy."

Reaping the wind

Frances Farrer looks at the group sowing the seeds of alternative technology among the young

Many ecologists would argue that progress on renewable energy sources is desperately slow, they point to the contrast between last year's £7m government funding for research into *all* renewable energy sources and the billions that go into nuclear energy and subsidizing traditional, fossil-fuel based electricity.

The fact that alternative technology is being considered by the authorities could, on the other hand be seen as encouraging; and the fact that nuclear energy accounts for only a very small percentage of the present supply, gives alternative technologists a bit of time before any energy crisis is reached.

The second view is closer to the thinking of the people who run the Centre for Alternative Technology at Machynlleth in mid-Wales. They provide a constant exhibition of AT and also live by it. The centre appointed its first education officer in September 1982, a post shared by Damian and Joan Randle, both former teachers trained for juniors who also have experience at secondary level. They are content with a very long timescale for their work. "This is an attempt to influence the way people think," says Damian Randle. "We have to start with the children. In 20 years, maybe some of what we show them might percolate through to government grants".

In its nine years of existence the centre has become something of a mecca for conservationists and alternative technology enthusiasts. It is unique in the British Isles and visitors almost have to have something of the pilgrim spirit as it is a fairly inaccessible part of Powys, up a vertical hill, on the site of a defunct slate quarry. But the Welsh hills make a beautiful setting in which to look at solar panels, waterwheels, the eco-garden (weeds welcome), insulation, the Darrieus rotor, or the compost bins.

And now, new efforts are being made to convey all this to children. The intention is not simply to increase numbers. The Randles want to change the approaches to the information radically and to change them for visitors of all ages. "Even juniors can understand about insulation when you talk about warmth, clothes, the sun, or if you make it into a story", says Damian Randle. There is a free, 10-minute introduction to the centre for this age group, in which the world features as Spaceship Earth, an orbiting capsule where you can grow your own food but from which you cannot get rid of rubbish.

Older children – and adults – are encouraged to question absolutely everything they find there. One HMI with responsibility for environmental studies finds these attitudes very positive. "You won't get a traditional, guided gawping tour, where you follow somebody round and receive a lecture", he says. It's more demanding, and more fun, than that.

New study materials (printed on recycled paper) have been developed. They have added credibility for teachers, because they were written by teachers. The emphasis tends to be practical. At the water wheel you're asked to press the button that increases the water flow and see what happens after 5, 10, 20 seconds. Then you have to describe what the motion of the wheel makes you think of. There is also a distance learning package which can be used without a visit, preparation material for school parties (considered very important by the Randles), and information booklets on solar, wind and water power.



Windmilling: the alternative technology centre's Darrieus rotor

Another new feature is the offer of tailored visits. Students from Clifton College, Bristol, for example, did an intensive weekend on wind power. Unemployed young people from Gwynedd did a skills-learning week, and one or two of them have since set themselves up to make a living. Jill Whitehead, who organizes many of the courses, thinks that the special ones could take over.

Educationists, including several HMIs, also spent a weekend there during the year. "It stimulated a lot of people to think very hard", said Steve Stirling, who is assistant director for the Council for Environmental Education at Reading University. "They've got practical, visible, tangible equipment, so you can talk about concepts that are usually dealt with in abstract terms."

Despite all the work and the praise the centre still has a very long way to go. This could be because subjects such as social studies and environmental studies are still not widely accepted; or because mid-Wales is inaccessible, or perhaps because inner-city teachers are less likely to see the relevance of alternative technology.

Whatever the cause, although the centre has an average of 700 visitors a day during July and August and an average of two school visits a day during term time, the course planned for teachers during August had to be cancelled because not enough people applied. Too few teachers' centres invite them to speak. There is clearly some resistance.

James Todd, aged nine, may have some of the answers to why this may be so. He spends a lot of time there because his parents are involved. James says his headmaster calls the centre "first-class education", but he also explains that he doesn't talk about the place to his school mates because they tease him about its oddness, its apparently outlandish concerns. The social pressures attendant on school dinners also made him give up being a vegetarian. But James is fascinated as much by computers as by alternative technology, and talked of linking high-tech control systems with windmills – which perhaps goes some way towards dispelling the brown-tice, bearded and and unpractical image that alternative technologists are supposed to have.

REVIEW

Back to the parish pump?

John Weightman on the ideological obstacles which impede the advance of universal literacy in France



Reading and Writing, Literacy in France from Calvin to Jules Ferry. By François Furet and Jacques Ozouf.
Cambridge Studies in Oral and Literate Culture £30.00.

The French have such a reputation for linguistic fluency and literary-mindedness that one might expect the history of literacy in France to be a fairly simple story of continuous success, at least since the Revolution. Before 1789, the French middle and upper classes were generally recognized as being the most verbally accomplished section of European society; the first Revolutionary authorities decreed that the whole nation should enjoy the benefits of enlightenment through literacy; Napoleon later established *la carrière ouverte aux talents* and, for several generations now, the line of ascent from village school to *les grandes écoles* has – technically, at least – been open to the humblest citizen, and it should be remembered that *les grandes écoles* are secular, State institutions with no serious rivals in the private, or half-private, sector. Could one imagine a more exemplary illustration of the spread of democratic, nonpartisan education? Have the French not every reason to be rather complacent about this achievement?

The two authors of this book, although themselves outstanding products of the system, – the first is President of the Ecole des Hautes Etudes en Sciences Sociales, and the second is Directeur d'Etudes at the same establishment – do not confirm this clear and optimistic picture, either from the historical or the ideological point of view. As historians, they show that the development of literacy was a much slower and more haphazard affair than the above schema might indicate, and that the forces behind it were complex and often contradictory. As ideologists, they have none of the confidence in organized education that inspired the nineteenth-century reformers. They even apologize, in their Introduction, for being inevitably led into using loaded expressions such as "improvement" or "score", in describing the growth of literacy and the increase in the number of schools. Not that they appear to have any religious grounds for their doubts about secular education; their worry stems rather from the contemporary, populist distrust of literacy as being inimical to the continuance, or the promotion, of a sound oral culture. They take it for granted – as few traditional English educationists would have done, incidentally – that the primary function of the school is to teach rationality, and that rationality itself is now a concept that has to be called into question:

> Far from appearing to us to be indispensable for the teaching of rational behaviour to human beings, nowadays on the contrary the entire school system is under attack, from primary school to university . . .
>
> . . . universal access to reading and writing do not in themselves guarantee a more fraternal community life. The type of rationality that school learning introduces into people's minds can hardly be said to plumb the depths of contemporary civilization . . .
>
> Nobody really knowns all that much (although we have our suspicions) about the psychological, cultural and social price that has to be paid when written civilization encroaches upon traditional, oral civilizations.

This, then, is another instance of that now common phenomenon, a book that throws doubt on the value of books, published, moreover, by a university press committed to the principle of book-learning. It divides up, very easily, I think, into a sound, acceptable, historical core, surrounded by a much more questionable framework of theoretical assumption.

Using a sophisticated technique of statistical analysis, based to a large extent on signatures on marriage registers and records about the literacy of conscripts, M M Furet and Ozouf confirm some conclusions already suggested by previous studies, while bringing out great variations in detail. General literacy was not a sudden conquest of the Revolution. Schools had been multiplying and instruction spreading since the seventeenth century, mainly through the initiative of the Catholic Church, which had acted as a modernizing force, since it had felt obliged to encourage Catholic literacy as a bulwark against Protestant propaganda. Standards varied enormously from place to place but, on the whole, literacy developed more quickly north of the "Geneva/Saint-Malo line", which separated the relatively prosperous area of the country from the more backward part. The concept of the permanent school was late in appearing; instruction was often given by itinerant, part-time teachers, lay-sisters or even by members of the family circle, in particular the mother, when she happened to be literate. Until well into the nineteenth century, the emphasis was on reading rather than writing, because the Church looked upon literacy as an assimilative, rather than an expressive, aptitude.

The ambitious programme announced by the Revolution was not carried out, mainly through lack of resources. Instead, the process continued piece-meal under the combined, if divergent, influences of the Church, left-wing secular opinion and the local communities, this letter being often entirely responsible for the funding of working-class or peasant education. Both the Church and the secular educators looked upon the school as a restraining and civilizing force, although from different points of view, while ambitious families naturally saw it as a bridge to social advancement. Gradually, thanks to the reforms introduced successively by Guizot in the 1830s, Duruy in the 1860s and Ferry in the 1870s, the intentions of the Revolutionaries were realized at last, almost a century after they had been first formulated. Education became universal, compulsory and secular. This was not the end of the story, of course, because even today the Church is still fighting a rear-guard action in favour of the State-funding of Catholic education.

However, MM Furet and Ozouf argue that the Church versus the State battle is now over, and that the traditional tension between the parish priest and the *instituteur* is a thing of the past. The cause of universal literacy has been won. But – and it is a big but – this victory has to be seen, even by secular humanists, as a sort of defeat. "Poor France, oral France, rebellious France" long put up a stubborn resistance to "that new-fangled form of social integration, literacy". In those many areas which had a separate language such as Breton or Catalan, or a *patois* distinctive enough to count almost as a separate language, literacy in French did not necessarily develop more slowly, but it was not willingly accepted. It came up against resistance "first to monarchic centralization, later to Jacobin unification", since it embodied "the ideology of a homogeneous humanity which was the cement of the national community". That Furet and Ozouf do not share the belief in "homogeneous humanity" is clear from a poignant sentence in their Conclusion:

> For centuries, as he was slowly being torn from his roots, the French peasant was a cultural half-breed.

Such a statement seems to suggest that the peasant should have been left undisturbed inside his unwritten *patois*, as if his local area provided a self-sufficient culture. It also implies that there are culturnl "thorough-breds", who are the products of the "pure", and preferably oral, culture. But is there any historical example of such a culture, and if there were, would it necessarily be superior to the hybridizations, based on literacy, with which we are familiar? For instance, from all accounts, the Incas came near to having a pure, oral culture, but their empire seems to have developed some quite nightmarish features, as closed and limited systems are prone to do. Furet and Ozouf appear to be assuming, with the neo-Rousseauistic nostalgia of urban sophisticates, that the pastoral, oral societies which preceded the invention of writing, or disregarded it, were so many sunny, "organic" Utopias, in which individuals were transparent to each other, and life was better than in the modern world. Such, at least, seems to be the attitude behind the following debatable sentence:-

> Oral culture is public culture; written culture is secretive and personal. It is a great silence in which the individual carves out a free private space for himself.

I have difficulty in thinking of world literature and universal intellectual debate as being either non-public or as constituting "a great silence". On the contrary, they amount to a great, public chorus of "free private spaces" communing with each other across the limiting boundaries of villages and provinces, classes and temperaments. Whatever the incidential drawbacks, disappointments and dangers of literacy, they are surely worth confronting in order to gain access to the whole human range beyond the parish pump.

Dreams and Dilemas. By Sheila Rowbotham.
Virago £4.95.
Sex and Class in Women's History. Edited by Judith L Newton, Mary P Ryan and Judith R Walkowitz.
Fenwomen. A Portrait of Women in an English Village. By Mary Chamberlain.
Routledge and Kegan Paul History Workshop Series £4.95 each.

The personal is political

Jane Miller on feminist writing

Sheila Rowbotham is a marvellous polemicist, rare in her ability to argue and demonstrate that "the personal is political". This is her own selection from her writing of the last 15 years, and it does, remarkably, account for what she has learned and done as a socialist feminist and for the debates and activities of other women and men who have wanted to hold together understanding with action, past with present, socialism with feminism and intimate life with public commitment. Poems, memories, stories, historical studies and argument combine to make a complex and capacious map of the differences and discoveries made possible by the women's movement. Her particular, and recognized, contribution has been to challenge separatism and simplicities. She has refused to be beguiled by angers, either those of feminists intent on separating their struggle from class struggle or of socialists who regard women's politics as secondary to class politics.

In an unpublished piece of 1972 she wrote, "The most obvious block to us is the difficulty men have, no matter of whatever revolutionary persuasion, in learning anything from women. Perhaps this is reproduced in the feeling they have acquired that not to know how to do something is to be a failure, whereas nothing much in the way of achievement has ever been expected of us." A comment both disarmingly simple and packed with tension. Men have difficulties. Women live with men and need to understand them. Women have learned things together which they need to communicate to men, and there is a history to the difficulties of that. How do men learn to hear women? Feminists who separate women's lives from men's lives are left with rudimentary understanding, and, worse, alienate the very women for whom they claim to fight.

Sheila Rowbotham is probably best known for her suspicion of "patriarchy" as a catch-all explanation of the universal oppression of women. The temptations to fall back on that are great. So are the dangers; if mysterious traditions and sources are invoked to deny the relation between sexual oppression and other forms of oppression. It takes courage to warn your potential allies against hardening and smudging and bullying, to alert them to the blandishments of false innocence, false optimism. Braver still, perhaps, to enter the political lists to offer a defence of cosiness, as Sheila Rowbotham did in "Against the Grain". "If a version of socialism is insisted upon which banishes cosiness, given the attachment of most people, working-class men and women included, to having a fair degree of it around in their lives, this socialism will not attract or keep most people. Why should the ruling class have a monopoly of cosiness?"

The essays by feminist historians here and in America collected in *Sex and Class in Women's History* show how serious a division there is between socialist feminists here and "radical" feminists in America. It is a theoretical and actual division, which, as the book's American editors point out, influences what is studied and how and with what view of history it is studied. A concentration on women's lives and achievements and voices has been essential, in order to redress balances and enter vital areas of life in the past and now which have been regarded as unworthy of historians' concern. Sheila Rowbotham is surely right, though, to feel that a women's history, isolated from any theory about the taking and maintaining of power, is ultimately reductive and unhelpful. The best essays here avoid that. Leonore Davidoff tells the story of A J Munby's quasi scholarly interest in the lives of working women, his lifetime relationship with one of them, Hannah, Cullwick, and the bizarre complicities and accommodations developed between them. If it is a peculiar and exceptional tale, it is used well to illuminate the complicated confusions of class and sex in Victorian England. "The Men Are as Bad as Their Masters" is a version of a chapter from Barbara Taylor's fine *Eve and the New Jerusalem* (Virago), which describes the growth and the vicissitudes of early feminism within Owenism and later in relation to the Trades Union Movement.

Mary Chamberlain's *Fenwomen* was first published in 1975 and belongs to an earlier kind of feminist history, which relied (possibly *faute de mieux*) on oral testimony, contemporary memories. A summarizing and sorting of interviews with girls and women living in a large Fen village provides, like all such documentation, real voices, idiosyncrasy, a sense of particular lives. Unbacked by either historical or social explanation, though, this reliance on women's perceptions on their own tends to create an atmosphere of isolation, inferiority, even helplessness, which is partly a function of the "rawness" of the data and the author's somewhat disingenuous purposes in collecting it.

Guilty!



"Imaginatively what's difficult is to open your heart and mind to the possibility of taking an axe and cutting someone in half with it. There's a door that doesn't want to open. It's something that nobody wants to contemplate because there's a dreadful logic in criminality, a dreadful plausibility about it."

Michael Pennington plays the murderer Raskolnikov in a production of *Crime and Punishment* which opens at the Lyric Hammersmith next week. It is an important project, directed by the eminent Russian director Yuri Lyubimov, whose Taganka Theatre on the outskirts of Moscow is world-famous for its expressionistic productions. Lyubimov's *Crime and Punishment*, with its rich sound and lighting effects and its symbolic emphasis on doors, has been in the Taganka repertoire for five or six years and it is this production, performed by a British cast, which we will see at the Lyric.

Pennington seems a natural choice for Raskolnikov. Partly because he is best known for intellectual, isolated characters like his Hamlet (although in his seven years at the RSC he in fact played a wide variety of roles) and partly because of his long-standing enthusiasm for things Russian. He has had a "strangely intimate relationship" with Bulgakov's *The White Guard*, for example, playing it both on stage and on television; he has performed a one-man show based on Gogol's *Diary of a Madman*; last year he played Chekhov in a television play; and he is at present completing work on a one-man show about Chekhov's life. He wrote and privately published a book about a journey on the Trans-Siberian Railway (*Rossya*, 1977). And, helpful for his involvement in the present project, he has learned some Russian, enough to be able to converse directly with Lyubimov – who speaks no English. Pennington was enthusiastic about the production from the start, knowing from personal experience the extent of the Taganka's reputation and popularity in the Soviet Union: "I couldn't get near the place. They announce an extra performance two hours before it is to begin, and you go down there and it's like a football stadium. People just can't get near it."

Pennington left the RSC in 1981, and has been away from the theatre for two years, working in television and films. He now feels "quite ready to come back to the live circus again", and he finds in Raskolnikov a character who rewards serious consideration, who has "immense psychological nuance". He describes Raskolnikov as a man "who wants to be a Napoleon and who realizes that he doesn't have the stature, who is let down by his own humanity", but he thinks it is dangerous to reduce the character too much. Certainly the production treats Raskolnikov, as it treats the debate about the causes of crime, in an open-ended way: "It's not the sort of play where you gradually build up an impression of the character in the course of the evening", he says. Rather the play begins with the murder already committed (the bodies are present throughout) and with Raskolnikov making "a sort of statement of creed". The character thus introduced, the play proceeds with "the logic of a nightmare" to "expose the character consequence of the murder and a search for a motive". Also like the novel, the production does not attempt to define a precise motive: "Dostoevsky's brilliance is to open that debate without closing it."

Where the play does take a firm line is in emphasizing Raskolnikov's culpability, in reaction against a growing orthodoxy about the character. "It appears that in the Soviet Union, now that Dostoevsky is taught, there is a teaching which suggests that the murder is justified morally. Taking one of his motives – that he will murder one exploitive old woman and release her prisoners by distributing the money – you can see that that interpretation might appeal. In the Moscow theatre they have in the foyer a school desk with a child's essay which says 'Raskolnikov was quite right to kill the old woman. Pity he got caught.' And that seems to be the judgment that many children under the influence of their teachers are passing on the character. That's one of the things we set out to question."

Lynne Truss

Endgame

Wargames (PG).
Odeon, Leicester Square.

The War Game, it isn't. The TV companies will be competing to get hold of this one and the kids who packed the Leicester Square Odeon on the day I saw it had more of Asteroids than Aldermaston about them. The film's overt message is that we rely too much on machines and they are liable to destroy us, but its attraction lies precisely in this lure of computer technology and the thrill of brinkmanship. So forget the message and enjoy this for what it is: a marvellous thriller in which the unexploded bomb is the whole armoury of nuclear warheads and the hero must search for the clue to defuse them against the incredulity of officialdom and a reclusive scientist who thinks we are dinosaurs and not worth saving. Great, so long as you don't believe in it too much.

David (Matthew Broderick) is in fact more of an anti-hero, suggesting that the computer buff is replacing the artist or the research physicist as a stereotype of anti-social genius. He is disruptive in class and a scholastic under-achiever, but that doesn't matter because he can hook into the school computer and award himself the grades we know he deserves. The trouble begins when he accidentally breaks into the private thoughts of the US Defence Department's central computer and invites it to play Global Thermonuclear War, on the assumption that this is a variant of Space Invaders. The machine has been rehearsing its own solitary strategic nightmares for the past 10 years and is chuffed to have someone to play against; so much so that, when invited to have a go at chess instead, it takes the line: "I've started, so I'll finish". Can it be persuaded in time?

"I'm only seventeen," wails Jenny (Ally Sheedy) when she realizes what Global Thermonuclear War will do to her aerobics programme, and David, who hasn't yet decided whether to log in on girls, can only regret that he never learned to swim, this microcosm of lost opportunities having to stand for the whole. But the characters and their relationship are never allowed to get in the way of the hardware, which is a pity because Jenny in particular shows signs of individuality, as well as hinting at some interesting sidelights on teenage life in Seattle. In the last resort, however, the film is a warning to actors not to appear with children, animals or intelligent machines. No mere human can upstage a psychotic computer.

Robin Buss

Western culture

How to be Celtic.
C4, September 5–October 3.

If Dafydd ap Gwilym had written in medieval French or Old High German, his work would be in the Penguin Classics and his grave at Strata Florida marked on those "literary guides to the British isles" where Wales now appears only as the homeland of Dylan Thomas or the haunt of tourists like Shelley and Wordsworth. But go to the National Eisteddfod and you may sense, behind the comic ritual of bards and druids, a literary culture of a kind that no longer exists in England, where poetry is relished and discussed as well as honoured and where the product of a long tradition is still the shared asset of a community.

You might go too, to the Inter-Celtic Festival at Lorient, in Brittany, which provides the opening scene for the first of those films and where that same film won the Grand Prix: Celtic culture does tend to be inward-looking, through years of isolation and hostility (Welshmen and Bretons share memories of oddly similar punishments to discourage the use of their languages in British and French schools). But the upsurge in Celtic nationalism over the past decade is part of our history as well as theirs, most obviously because it has involved bombs, demonstrations and the burning of holiday homes, less so since it suggests a general urge to identify with something on a human scale and a preverso preference for do-it-yourself music and art over the more sophisticated output of the great international sythesisor.

There are five films in the series, made by Douglas Eadie and Mike Alexander, and they examine both the ebbing of the Celtic cultures and the determination of their heirs to preserve them. In some ways, their analysis is bound to be superficial, but it is unsentimental and the questions it poses concern anyone who believes that mankind is diminished by the death of a language and the culture it supports.

R B

Girls' talk

Charlotte, Emily and Anne
By Douglas Verrall
National Youth Theatre at the Jeannetta Cochrane Theatre.

As in his own portrait of them in the National Portrait Gallery, Branwell has been painted out of the National Youth Theatre's story of the Bronte sisters, *Charlotte, Emily and Anne*. It's an all-woman show and – poor unfortunate – Patrick Branwell Bronte doesn't get a look in. Neither for that matter do his father or any of the other men in the lives of literature's other three sisters.

Quite why is difficult to say (unless the piece is meant to counterbalance the NYT's opening production this season, the all-male *For Those in Peril*). It is not even as if Douglas Verrall's play was a dogmatically feminist piece. Charlotte's eyes flashed angrily when she read a letter from Robert Southey suggesting that girls were better employed in the kitchen than the library, but that was about as far as that went.

Quite properly too – although if Mr Verrall had made Charlotte or Emily or Anne into an anachronistic Virginia Woolf (the Virginia Woolf of *A Room of One's Own*) the play would probably have held together rather better.

He didn't, however, and it didn't. Half a recitation of epitaphs, wills, letters and bits of Mrs Gaskell, half original drama, it failed to convince or even engage large sections of the audience. Mr Verrall's contribution in particular. Alternating scene-by-scene between bald narrative ("It is now 1830 and Father is very ill") and bizarrely melodramatic speeches, they unwittingly produced more than a few titters.

A great pity, for the cast on stage put a great deal into it. The Yorkshire accents came and went, but Deborah Shipley, Jane Snowden and Sarah Davey as the Haworth girls were utterly charming; properly precocious, skittish, occasionally thoughtless, but charming.

Hugh David

Tuscan community singing

Music festivals, or rather classical music festivals, have acquired such esoteric and elitist associations (look at Salzburg, Aldeburgh, Edinburgh without the Fringe) that an event designed to involve the local community at all levels, artistic participation, administrative help, or simply attendance at performances, comes as a refreshing cultural shock. Montepulciano is a picturesque, historic hill-top town in Sothern Tuscany, which, since 1976 has hosted the Cantiere Internazionale d'Arte (International Art Workshop). The Communist town council had been looking for an event to put Montepulciano on the tourist map – they attempted a singing competition organized by the famous Italian tenor Mario del Monaco in 1975 – when the German composer, Hans Werner Henze, Marxist in his Westtanschauung and living in artistic exile from his native country, suggested a community-based musical happening, drawing artists from all over Europe who were willing to come to Montepulciano unpaid, and this provided the town with an additional claim on the attentions and pockets of musical tourists. In return for their services, the artists are offered full board – delicious Tuscan cooking at the communal, comradely Mensa – and lodging.

In 1981 Henze handed over artistic responsibility to Gaston Fournier-Facio, a multi-lingual cosmopolitan from Costa Rica, whom he had appointed musical animator of the Cantiere two years before. His task was directly to involve the town people in the work of the Cantiere by going into the schools to stimulate interest in music and music-making. He formed the Concentus Politianus, a children's orchestra consisting of an extraordinary and unconventional instrumental blend: the Commune (town hall) bought recorders xylophones, glockenspiels, all manner of untuned percussion, even once obsolete instruments like the psaltery and crumhorn. Now the Concentus also has a piano and clarinet at its disposal.

Henze was so impressed by the standards achieved by the town's youthful orchestra that he wrote his first children's opera, *Policino* (Tom Thumb) with these forces in mind for the 1980 Cantiere. Since then, the Concentus has mounted a major production of a new work each year, *The Magician's Daughter*, in 1981, *The Little Prince*, based on St Exupery, in 1982 and, as a contribution to this year's Pioneers and Transgressors theme, *Don Giovannino*, multi-media show (rather than children's opera using rescored excerpts from Mozart – also performed during the 1982 workshop – as a background to Lorenzo da Ponte's words, spoken by a cast chosen from the Cantiere's dance course. The title proved to be a little misleading: I had expected something naive and child-like, a distillation of the Don Juan legend concentrating on the jocose attributes of Mozart's dramma giocoso, but Patrizia Gracis's direction laid heavy emphasis on the demonic aspect of the piece with her trauma-ridden harlequinade, a kind of *tragedia dell'arte* at odds with the score.

Composition students from the Milan Conservatoire had restyled Mozart's music with a wicked sense of fun, almost entirely absent from the staging. I was particularly delighted by the Champagne Aria, transcribed for four enthusiastic xylophonists and the Serenade, not sung by Giovanni himself but by a chorus of young girls – a lovely ironic touch, I thought.

The Concentus is now "animated" by Fournier-Facio's wife, Marisol Carballo, who maintains the impetus of the players and singers throughout the year. This, she says, was one of Henze's most important legacies to the town for the ensemble of 40 meets twice weekly throughout the year preparing concerts outside the Cantiere. She told me that her aim was to bring children – and their parents – into live contact with music of all kinds, folk music, early music and new pieces, and that the only condition of membership of the Concentus was commitment. She emphasized that it was not a conservatoire but a social facility.

Montepulciano is a quiet place when the Cantiere is not in full swing, so the Concentus has given the young Poliziani – variously aged from 12 to 20 – a focus for enjoyment of music throughout the year. At the 1984 International Workshop they will have something to get their teeth into: Luciano Berio, one of Italy's most "difficult" avant-gardists, is following Henze's example by writing a full-scale opera for the ensemble, which Gaston Fournier-Facio is hoping to bring, performed by its creators, to a British festival in 1985.

The next Cantiere will also see the first international summer school of mime under the direction of Marcel Marceau – now a regular visitor to Montepulciano.

Hugh Canning

Westfield College of the University of London has now taken on permanent loan the 30,000 volumes that comprise the play-set lending library of the British Theatre Association. The sets will continue to be available to the Association in future years and will also be used by the College's B.A., M.A., and Ph.D. students in Drama, English, and Modern Languages (including students taking the MA in Drama, a course to be launched in October 1983).

Next Week: Brian Walden reviews the diaries of Hugh Gaitskell

Literary competition

Competition No 42. Report by Charybdis.

Competitors were invited to supply mistranscriptions on the pattern of Mussorgsky's "Doris Goodenough". The funniest errors along these lines are those which combine marginal plausibility with the wildest incongruity; and one of the snares waiting to entangle entrants was the super-ingenuity which, though admirable in itself, strangles likelihood. Some competitors produced reports of plays or concerts which were tissues of error from start to finish but they became cumulatively less rather than more funny. To take a real example: a theatre critic's contention that Laurence Olivier had provided "a dazzling Skylark" was made all the more amusing by being contained in an otherwise totally unexceptionable notice of *The Merchant of Venice*. On the other hand, the temptation for competitors, with comparatively few words at their disposal, to cram in too many blunders for verisimilitude was, in the circumstances, only too understandable. None gave me an example quite as surreal as my all-time favourite: the report of a handicraft exhibition where the organizers wished to "thank the Queen Mother for so graciously lending some of her face" (lace). However, some of your individual mistranscriptions conjured up images almost equally bizarre.

Music was by far the most popular of the arts chosen for mangling, some competitors resorting for their malpractice to compositions so recondite as to send me groping into my Grove's.

Treading the narrow line between under and over egging the pudding and maintaining a high level of hilarious invention proved almost impossible: in fact, only one competitor really succeeded, the admirable V Ernest Cox with what seems to me a very funny and clever yet wholly plausible entry. With "Surgeon Pritchard" he also strikes a note of acute musical criticism. How many exorbitantly-remunerated maestri these days seem to be conducting grim clinical operations rather than joyous celebrations – though, I hasten to add, Sir John Pritchard is not, in my opinion, one of them. Mr Cox receives £12: £4 goes to Richard Parlour, George Moor and Tom Sampson; and £3 to Paul Griffin and Jeremy Neville for excerpts from their entries.

Her interpretation immeasurably deepened by her love-affair with Germany's ever-demanding leader, Dame Kiwi's Contessa is full of vocal marbles: heart-braking in "Dove sono" . . . her distinctive soprano saws through her music in the way that has made her grate in five continents . . . A mature, hardened, well-rounded Marcellina, Jane Berbié is a veritable callus.

Richard Parlour

(Verdi's Requiem) The vibrant brassy tones of the "D A's Earache" set the pattern for the whole "Mess" . . . the performance culminated in a glittering climax with Liberace. ("Libera me")

Tom Sampson

It was sheer pleasure to hear such performances of old favourites like "Our Fuzz in the Underworld" . . . a plangent "Arrest in the Law" and Berg's "What Cheque?" Congratulations to the police commissioners who made the evening possible.

. . . and an aria from Monty Verdy's "The Coronation of Pop-eye".

George Moor

. . . her (Beethoven) recital . . . included the "Tempest" Sonata, written when the composer was nearly stone-dead . . . The main work in the second half, the "Erotica" Variations, was performed with great virtuosity. We look forward to seeing more of this artiste.

Jeremy Neville

Often Bach's music can be as superficially suggestive as his libretto . . . Stepping out of her customary Rolls at short notice . . . she showed us the basis of her enormous frame. I was reminded of early days when I laid her acquaintance in Marbella Lane, subsequently encountering her in a poorly conducted Lavvy Parisienne.

Paul Griffin

Last night's concert by the EEC Symphony Orchestra at the Barbecue Centre was a joyous occasion. Under the unobtrusive but firm hand of their conductor, Surgeon Pritchard, the orchestra treated its audience to a rich and varied programme.

Opening with Holst's overture "Edward Heath", perhaps played a little more conservatively than the composer intended, this was followed by the march from Prokofiev's orchestral sweet "Love 43 Oranges" performed with zest and a plum.

Undoubtedly the highlight of the evening was Stravinsky's rhythmic and dissonant "The Right Offspring", in which the sawing strings were notable. The harsh acoustics of the hall gave the piece, quite fittingly, a brassière tone.

Following Moritz Moszkowski's seldom heard "Joan Aardvark" symphony, the concert ended surprisingly with another overture. Elgar's "Cocaine" concluded an enjoyable evening on a high note.

V Ernest Cox

Competition No 43. Set by Charybdis.

Enough, momentarily, of satire. Up to 16 lines, please, of verse eloquently expressive of admiration and affection for any author born after 1800. Closing date: September 13. (Competitors please note, earlier than usual.)

Jazz is the key



There seems little doubt that the foothold which jazz has in education today is at least as precarious as it was 20 years ago when I was frowned on for playing "Take the 'A' Train" as an organ voluntary at my teacher training college. Part of the problem, undoubtedly, lies in the fact that jazz rests a bit uneasily upon the national psyche. The dear old country is, after all, peopled at its most influential levels by amiable folk who would regard "Flight of the Foo Birds" as a six minute lapse of good taste. Education committee chairmen and chief education officers are not, on the whole, cats who hang loose.

There are other factors, of course – the all pervading and commercially powered electric blanket of rock smothers a large part of the potential audience for jazz, for one thing. The end result of it all is that we have school after school – indeed education authority after education authority – depriving youngsters of access to a significant and educationally valuable art form. The young instrumentalist who is given the opportunity to play jazz is brought into contact with a strongly disciplined and yet highly creative and subtle medium – and one which is at the same time magnificently alive and exciting.

That there are good school bands at all depends entirely upon the fortuitous presence in education of a comparatively few dedicated jazz players and evangelists. That they can produce isolated islands of real excellence is beyond question – we see the results in the Schools' Proms, for example – but it is still true that the general standard of youth jazz in this country is much below that which is being achieved by youth symphony orchestras, . . .

There are, however, some rays of hope. One is provided by the Arts Council's new Jazz in Education Scheme (details of which will be announced next week) which will provide professional support for jazz in schools or school music centres in a group of selected regions. In Manchester, for example, Michael Garrick, a jazz musician with a long-term interest in education will lead two performance based projects, one for junior children and one for secondary. Garrick is one of those individuals who have been ploughing lonely furrows for many years: "I went to a village fair and saw a brass band and morris dancers, and I thought that perhaps this was what England was all about and that this whole jazz thing was a bit of a pipe dream. Then I thought of the response we get from the kids."

Response from kids was very much in evidence, too, at a summer school I went to recently, run for young big band players, at High Melton College, by John Ellis of the Doncaster Youth Jazz Association. What was remarkable about this school for me was the stature of the tutors that Ellis had persuaded along – great names of British music such as Don Lusher, Tommy Whittle, Derek Healey, Kenny Clare. To see these men passing on to a new generation the traditions which they have been so active in keeping alive was a rare privilege.

Ellis is also involved in the British Association for Jazz Education, which is a pressure group aimed, among other things, at persuading local authorities to give equal status to jazz in all of their musical provision. Just how far there is to go in this direction is underlined by what is, so far as I can see, a complete dearth of peripatetic saxophone teachers in this country.

Significantly, one of the most positive and helpful steps taken to help the BAJE has come from its counterpart in the United States, the National Association for Jazz Education. This body has offered copies of its entire music library, a gesture which bids fair to revolutionize the repertoire of British bands. Money is needed to bring the music over, and fund raising is just beginning.

"Jazz is at the nucleus of all popular and light music", said Tommy Whittle when I chatted to him at the summer school. He is right of course. Television programme themes, music behind dance routines, arrangements accompanying popular singers all have a recognizable basis in the harmonic and rhythmic idioms of jazz – and more particularly in those of the big band. It is not surprising that I heard a group of youngsters at the High Melton Summer School doodling away at an improvised arrangement of the theme from the television show *Hill Street Blues*. The point is that jazz is an important and highly influential musical style. The musician who never plays it is an incomplete performer, and anyone at all who does not take some time to study it is missing something. And, of course, children actually enjoy it to an astonishing degree!

Gerald Haigh

London 2: South, by Bridget Cherry and Nikolaus Pevsner, mentioned in last week's *TES*, is published by Penguin on September 29.



Fragments of the Execution of Maximilian

Model of modernity

Manet at Work
National Gallery until October 9.

Manet, a close friend of Baudelaire, Zola and Mallarme, was attacked throughout his life for the provocative treatment of his subject matter and supposedly unfinished qualities of his paintings. Yet from the early 1860s he was regarded by avant-garde artists as the model of modernity; a painter's painter like his greatly admired Velasquez.

Paradoxically, given his own preoccupations, it was Zola who first presented Manet as exclusively a painter, side-stepping the anger and confusion that his imagery provoked, and for almost a century this remained the dominant view. By the time George Bataille wrote his essay in 1955 (now reissued, Skira-Macmillan £18.00), Manet had become the first master of Modernism, the artist who freed painting from its dependence on subject matter.

Nowadays, Manet's imagery is once more an issue to be studied as seriously as his pictorial structures and technique. Bataille's book makes invigorating reading, exciting the imagination with its many acute perceptions, but for a more historically accurate and thoroughly researched account, there are few writers to equal Theodore Reff. *Manet and Modern Paris* (University of Chicago Press $31.95), though essentially a catalogue for the Washington exhibition held earlier this year, is a brilliant introduction to the artist and his times.

In its own way, so is the excellent, small centenary exhibition arranged and introduced by Michael Wilson at the National Gallery. Each of the two dozen or so works by Manet is presented in a visual and documentary context that illuminates his subjects, sources transformations and meanings, and with at least three key works in the gallery's collection and generous loans from elsewhere, there is more than adequate evidence to dispel any remaining doubts about the significance of his subject matter or his art.

The large (now fragmentary) "Execution of Maximilian" and the accompanying lithograph are sufficient. Implicitly holding Napoleon III responsible for the death of the Mexican puppet emperor (the firing-squad wear French uniforms), the picture makes clear that Manet's modernity lies not only in his choice of subjects or innovative technique but also in his uncanny ability to register our peculiarly modern, alienated sensibility.

Michael Clarke



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What is he trying to say?

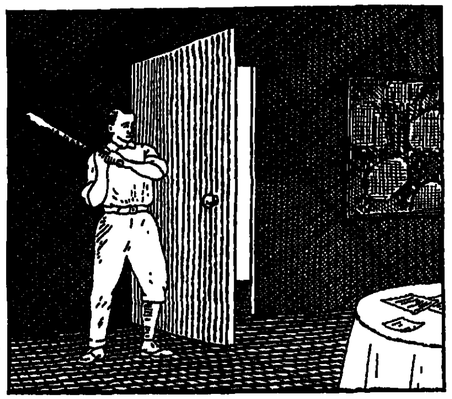
Understanding Education. By Walter Feinberg.
Cambridge University Press £18.50. 0 521 24864 7.

This is a puzzling book in several ways. Walter Feinberg is Professor of the Philosophy of Education and Educational Policy Studies at the University of Illinois, and is clearly committed to the view that philosophers (including those whose field is philosophy of education) should not be content with 'conceptual analysis, but should get involved in the issues of the "real world". Feinberg thus begins his book with the well-known quotation from Marx's Thesis on Feuerbach: "philosophers have only interpreted the world . . . the point, however, is to change it". Feinberg illustrates this point of view by submitting a number of educational issues to close philosophical scrutiny. He tackles such topics as the IQ debate, behaviourism in education, medical education and a number of others in a very interesting way, though perhaps not always with the degree of originality that appears to be claimed.

The book, however, sets out to be much more than a set of critical essays: the sub-title is "Towards a Reconstruction of Educational Inquiry", and it purports to provide the basis for a new way of theorising about education. This is, as J S Soltis remarks in the Foreword, a "bold attempt", but to what extent is it a successful attempt? Part of the problem is that the book has been put together out of other published material – of the twelve chapters, eight had appeared in part elsewhere as "earlier versions". This would not matter if the book was being marketed as a collection of essays, but much more is claimed in the blurb and by Feinberg himself.

The quality of some individual chapters is high. The one on "the empirical tradition and its limits for understanding education" which deals with the IQ debate, is very powerful. Feinberg attacks IQ research as an example of the "empirical tradition" and makes a number of excellent and telling points. First, he uses IQ as one example of the inadequacy of the philosophers' distinction between empirical questions and conceptual or substantive issues. It is not enough, Feinberg argues, to put issues into two simple categories – some apparently empirical issues such as IQ testing beg all sorts of conceptual questions. Feinberg also criticizes the work of such psychologists as Jensen for failing to distinguish clearly between "level one associative ability" and "level two conceptual ability"; he also shows how silly many test items are (but that had been done before). Moreover, Feinberg criticizes those who have attacked testing for allowing the debate to take place within the traditional empirical arena, when there were so many assumptions made which should not have been taken for granted.

One lingering doubt about this chapter was whether Feinberg was sufficiently familiar with all the English work on IQ testing: no mention is made, for example, of Brian Simon who went at least part of the way in challenging not just the appropriateness of the tests, but the whole set of values on which they rest. Feinberg is surely right, however, in hammering home the question about the testers' assumption that speed is all important. Is there really any relation between speed of response and conceptual limits? I sometimes think of this strange assumption as being similar to the "Mastermind fallacy" – that quickness of recall is the key criterion in judging mental excellence. How would some of our most creative historians fare in a speed of response competition, I wonder? In my own institute we have a lecturer (temporary part-time) who "won *Mastermind*" a few years ago. "If she is Mastermind, why hasn't she been made a professor?", a naive outsider asked. Faced with such an inappropriate question I could only reply "she is not tall enough". But IQ tests with all their known shortcomings, are still taken seriously as Feinberg points out. Why? Part of the answer is linked to another target – behaviourism applied to education.



". . . The pupils who failed to respond to the new teaching methods were sent up to Mr Thompson's study. Mr Thompson was a skilled exponent of the art of persuading miscreants to see the error of their ways . . ." Schooldays remembered in Glen Baxter – His Life: The Years of Struggle published next week by Thames and Hudson (£6.50).

Once again, I would agree with almost everything that Feinberg says about behaviourism and the behavioural objectives model in education. I am not sure that there is anything very new here, but the inappropriateness of a behaviourist view of human nature as applied to education is illustrated very lucidly. This is a good essay, and there are several more, but as I mentioned before, the book is not just a collection of essays: it is presented as a reconstruction of educational inquiry. Feinberg's way of stringing the essays together and producing his reconstruction is to use a "refined version" of the "education as reproduction" thesis. This is where my real doubts begin. I am doubtful for two main reasons. First, I am not sure that Feinberg is sufficiently critical of reproduction theory; second, I am not convinced that even a refined version of the theory can serve as the basis for a total shift in the direction of educational inquiry.

Feinberg is certainly aware of some of the critical responses that have been made to Bowles and Gintis and others, but whereas he is extremely rough on those educationists who accept the status quo with all its assumptions, he appears to be willing to accept the reproduction model with its assumptions and treat it with less scepticism. "Reproduction" is, after all, a metaphor – and one which it seems to me may be dangerously misleading if taken too literally. What is not clear in reproduction theory – even in its refined state – is what "reproduction" really means. It is clearly the case that wherever a formal system of education exists, one of its functions will be seen as cultural continuity, but that is a far cry from suggesting that schools enable any society to reproduce itself exactly. In England, one of the most frequent complaints about schools is that they fail to service the labour market. Perhaps Feinberg has not yet taken the process of refinement far enough. At the moment in the United Kingdom and the United States, there does seem to be too much emphasis on vocational aspects of education and too little attention paid to other aspects of culture; I was left wondering whether Feinberg was really saying any more than that. Clearly he is trying to: his final chapter ends with three necessary conditions for education, implying that there are certain kinds of social change which must precede educational change; unfortunately, the implication is not worked out.

As a set of essays the book is worth reading, but as a reconstruction of educational inquiry it falls short of the mark.

Denis Lawton

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Agenda: Chinese Poetry Special Issue.
Agenda, 5 Cranbourne Court, Albert Bridge Road, London SW11 £4.00.
Modern Poetry in Translation: 1983. Edited by Daniel Weissbort.
Carcanet £6.95. 0 85635 481 3.
The Garden of Theophrastus and other poems. By Peter Huchel. Translated by Michael Hamburger.
Carcanet £5.95. 0 85635 418 X.
Theorems. By Jean de La Ceppède. Translated by Keith Bosley.
Carcanet £7.95. 0 85635 450 3.
The Tale of Aqhat. Translated by Francis Landy.
Menard Press £2.70. 0 903400 62 0.

The poetry magazine *Agenda* – a forum, among other things, for work relating to Ezra Pound – sent transcriptions and literal translations of four classical Chinese poems to a number of poets asking for English versions. The results, with contributions from Anne Beresford, Peter Dale, David Gascoyne, Peter Levi and Jon Silkin among others, form the opening section of the magazine's lively Chinese Poetry Special Issue. It's just a parlour game, of course, but the results are interesting, and indicative of the exploratory temper of contemporary translation.

The sixties and seventies' Ted Hughes notes in his introduction to the book-format *Modern Poetry in Translation: 1983*, saw a "unique tidal wave" of poetry translation". The heady excitement of those days led Hughes and Daniel Weissbort to found *Modern Poetry in Translation* as a deliberately "disposable" forum for new work; today's atmosphere of sober retrenchment is reflected in the current issue's bulky solidity. But not in its contents, which offer a section of prose poetry, another of folk poetry, including some compelling Eskimo narratives translated by Tom Lowenstein, plus further verse translation, detailed discussions of the act of translation, reviews and, with marvellous strangeness, Old English versions of poems by Pound and William Carlos Williams.

If the doggedly parochial English are now ready to respond to the challenge of this remarkably rich issue of *Modern Poetry in Translation*, Michael Hamburger must share some of the credit. Hughes identifies him as "one of the most gifted and productive" of translators: his dual language edition of Peter Huchel's *The Garden of Theophrastus and other poems* typifies his high standard of workmanship. Huchel is, Hamburger argues, an important witness to twentieth century European experience; he is also, in this translation, spare, tough, charged with feeling.

Keith Bosley's muscular translations of 70 sonnets from La Ceppède's *Theorems* are also published opposite the original text; they should attract deserved attention to this baroque French contemporary and counterpart of Donne, whose passionate, highly wrought religious meditations still speak directly to us. *The Tale of Aqhat*, a fragmentary Ugaritic epic, is a more distant prospect; Francis Landy has done a splendid job in bringing it within our grasp, in supple verse.

Neil Philip

The new edition of **The Times Guide to the House of Commons** contains not only biographies of the 1983 class of MPs and unsuccessful candidates but also a snappy account of the last election campaign by Julian Haviland, political editor of *The Times*, a survey of the voting by psephologists David Butler and Robert Waller, and the full text of the manifestos. Most intriguing of all are the MPs' photographs, with the usual mixture of smirking matinée idols and people from whom one can should not be bought. This year's beauty prizes go David Owen and Anna McCurley (new Tory MP for Renfrew West and Inverclyde). Sir Keith Joseph just looks mildly worried but that could possibly be because of the usual crop of errata. (Times Books £15.00.) **Biddy Passmore**

For nearly 700 years, the them-and-us attitude of townspeople, dons and students has contributed to the tension of Britain's universities. Rowland Parker's **Town and Gown** (Patrick Stephens £7.95) concentrates on Cambridge, its traditional November riots, and its proctors, gowned policemen who rounded up drunks and loose women. If it all seems a long time ago, the gaps haven't narrowed that much and the sense of moral superiority sadly, still remains.

Brian Morton

Among this week's contributors:

Geoffrey Finlayson is Senior Lecturer in Modern History at Glasgow University

Professor Denis Lawton has just been appointed Director of the Institute of Education, London

Jacquetta Megarry is the author of *Computer World* in the Facebooks series published by Piper Books

Moderates under pressure

The Younger Pitt. The Reluctant Transition. By John Ehrman.
Constable £20.00. 09 464930 8.
Lord Aberdeen. A Political Biography. By Muriel E Chamberlain.
Longman £25.00. 0 582 50462 7.

In the Victorian period, any biography worth its salt ran to three volumes at least. Nowadays, publishers shy away from such enterprises on the grounds of cost and, no doubt, because less leisured readers require a more economical statement of the biographer's findings. Constable, one of the rare exceptions, have produced the second volume of John Ehrman's life of the Younger Pitt. Sub-titled "The Reluctant Transition", this covers the years 1789 to 1796. Even by Victorian standards, this is a work on massive scale and the standard of publication matches its grandeur. It is a most handsomely produced book which is a pleasure to read and, at £20, not excessively priced. Full marks.

Full marks also to Mr Ehrman? It would be a carping critic who concluded otherwise. It is true that the pace is leisurely and that Pitt himself is sometimes almost completely obscured by Mr Ehrman's very detailed consideration of the background. But this entirely definitive work is based on the most meticulous scholarship. Mr Ehrman is fully on top of his sources and subject, both at the level of descriptive narrative and of interpretation.

"The Reluctant Transition" is indeed an apt sub-title. For Pitt, when faced with the threat of France abroad and radicalism at home, moved slowly to a policy of aggression and repression. At first, like many of his contemporaries, he welcomed the outbreak of the French Revolution as likely to destroy France's potential ability to make trouble in Europe. Until 1792 his position was one of rather vague optimism; and even when his attitude hardened he was still hopeful of an early victory and his actions often lacked decisiveness and persistence.

This was also true of Pitt's attitude to domestic disturbances. There was no sudden break in 1792: "keen reformer" before that date, "harsh reactionary" thereafter. It was much more blurred than that. Even when he was drawn to an ever more defensive position, this was often behind, rather than in advance of, the hardening attitudes of the propertied classes – and, indeed, those of the patriotic "people". If one calls Pitt the first "Conservative" – even if he himself would not have done so – he was, like most successive leaders of that party, driven by circumstances much more than ideology.

Muriel Chamberlain's "political" biography of the Fourth Earl of Aberdeen is contained within a single, if substantial, volume. This is an excellent biography, scholarly, professional and readable. Its subject has often, in his private and, even more, in his public life, been portrayed unsympathetically. In 1835, Gladstone noted that Aberdeen was, by reputation, a man of "high character" but also one of "cold manners and close and even haughty reserve". But after only three minutes of an interview with Aberdeen, Gladstone realized that if the reputation was chilling, the reality was different. All Gladstone's initial apprehensions "melted away like snow in the sun". He was conscious not only of Aberdeen's dignity but also of his "peculiar purity and gentleness and even friendship"; and he was amazed that Aberdeen was so misunderstood in the public world.

Muriel Chamberlain brings out this positive side of Aberdeen's personality extremely well. His fair-mindedness, tolerance and consideration amid many family problems and tragedies – and his efforts to improve the lot of his tenants in his somewhat intractable and inaccessible estates – are sensitively analysed. Dr Chamberlain also deals well with his scholarly attributes, for Aberdeen was a classical scholar of no mean standing.

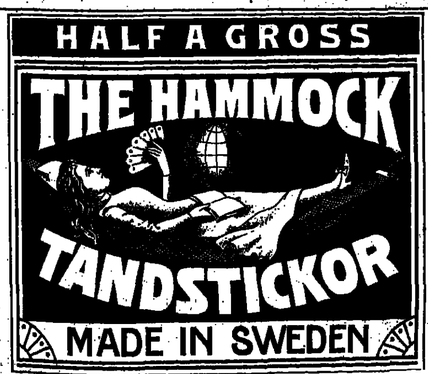
Here, however, was the root of the problem for the promotion of the public face. For, as the author argues, Aberdeen was too detached, un-partisan and scholarly to make a good impression in public – or even to be very interested in trying to do so. This was especially damaging in a man whose interests lay almost entirely in foreign affairs: "the only official life for which I have any taste" was his own comment. Conduct of foreign affairs demanded a certain flair and flamboyance: attributes present in abundance in Palmerston – whom Aberdeen deeply distrusted – but quite lacking in Aberdeen himself. The impression of secrecy and ineffectiveness gained strength when added to Aberdeen's seeming affinity, as Foreign Secretary, with reactionary powers abroad and to the pacific inclinations which he displayed as Prime Minister in the 1850s – and which, by the public and politicians, were held to be responsible for the disasters of the Crimean War.

Dr Chamberlain does much to restore Aberdeen's reputation in her close analysis of his conduct of foreign policy, so ravaged by a hostile press, historical as well as contemporary. She also argues convincingly that the qualities which militated against a true appreciation of Aberdeen's foreign policy would have served him well in domestic affairs, in which he professed little interest. His open-mindedness and cross-bench approach contributed greatly to the construction of the Coalition of Peelites and Whig-Radicals which he led in 1852 – and to the programme of moderate reform on which the Ministry embarked before it was blown off course by the Crimean War.

Here, indeed, there are connecting threads between these two admirable biographies. In his prevailing for moderate and measured reform, Aberdeen was in the tradition of Pitt, who was, in fact, his early mentor. But, if the war of the 1790s effected a "reluctant transition" in Pitt, that of the 1850s brought about the virtual destruction of Aberdeen and – until now his reputation.

Geoffrey Finlayson

HALF A GROSS



An old Swedish label from *The Match, The Box and the Label* David & Charles (£12.95).

Vital armour

Sir – It is easy to miss a subtle point when reviewing a 500 page book (*TES*, August 5) and John Laski must therefore be forgiven for not spotting the introduction of recursion in my book, *Pascal for the Apple*, two pages before the section (5.4) which, he points out, the reader is allowed to omit.

I agree with him that recursion is a vital part of the programmer's armour, but nowhere do I say it is "difficult". These are precisely the reasons why I give five quite different examples of recursion (none of which is to be skipped) before introducing the far more problematical assignment statement on page 172.

I R MacCALLUM
Department of Computer Science
University of Essex
Wivenhoe Park
Colchester

On the platform

To the Finland Station: A Study in the Writing and Acting of History. By Edmund Wilson.
Papermac £5.95. 0 333 35143 6.

In the late 1930s, Edmund Wilson published a short closet-drama in the radical magazine *Partisan Review*, "Karl Marx", included in the reissue of Wilson's classic study of the Communist movement, reveals the Dialectic to be a shiny revolver to be turned at will on "class enemies" and "deviationists". The piece ends with the grim stage direction: "*Marx takes off his beard and reveals the smiling face of Comrade STALIN*".

If costume drama seems a strange medium for political critique, "Karl Marx" was perfectly consistent with the rest of Wilson's study. *To the Finland Station* was not by any means a coherent or comprehensive account of its subject – and surely not what the *Sunday Times* called it, "the ideal introduction to Marxism"? – but a testimony to the posturing of Wilson and his fellow-travelling contemporaries and of figures as far back as Marx and Lassalle. Lenin's dramatic entrance at St Petersburg's Finland Station was so theatrical that Eisenstein's version of it in *October* was little more than a re-enactment and not the idealisation it has been considered.

"Posturing" shouldn't be seen as too derogatory a description. Revolution, as Carlyle saw, is a matter of style and bears more resemblance to theatre than to academic ideology. Wilson's sub-title completes the dramatic metaphor. If his book now seems naive and simplistic, it conveyed, to its first readers, something of the drama of ideas and history that they felt in the 1920s and 30s and which we have lost. "Karl Marx" brings us back down with a bump. The masks have to come off and all too often gangsters read for heroes' parts.

Brian Morton

Nelson

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BOOKS

The information generation

Kids and Computers. By Eugene Gainnter.
Kingfisher £5.95. 0 86272 049 4.
First Steps with Your Spectrum. By Carolyn Hughes.
Armada £1.25. 0 00 692249 6.
Atari Pilot for Beginners. By Jim Conlan and Tracy Dellman.
Prentice-Hall £11.95. 0 8359 0301 X.

The jacket blurb begins with ominous confusion: "*Kids and Computers* has been specially written for parents, children and teachers". Yes, but which? The sub-sub-title *(The Parents' Microcomputer Handbook)* suggests a different readership, the sub-title (How to Run and Write your own BASIC Programs) yet another.

A chapter called "Kids Can Write Programs" is hardly likely to appeal to sophisticates of the information generation. Nor is the program – which prints "HELLO JANE" indefinitely – likely to motivate adult novice programmers. The commentary proclaims:

> It is a neat program and one that kids enjoy showing to their friends . . . Once a child has seen this program run, the child asks whether the screen can be filled . . .

Any young reader is likely to feel excluded, if not patronized, by such parent-oriented text. The book concludes with an interesting description of methods at the author's own Children's Computer School in New York. It still sounds as if it's written for teachers: ". . . a word about class length. How long should a class last? When we first started out, we thought that young children would become satiated fairly quickly . . ." After 189 assorted pages, many young readers will be satiated by such language.

Some parents will no doubt be tempted to buy this book because its contents *appear* comprehensive. But this is deceptive. How effectively can any "How to Buy a Micro-computer" chapter offer advice on specific models when even the computer magazines cannot keep pace with price cuts, models superseded only weeks after they are launched and new standards for peripherals? The only way to avoid obsolescence in a book published conventionally (as opposed to electronically) would be to stick to the *principles* that should guide purchase. What is a genuine novice to make of comments like:

> Among the modular machines I would consider first the IBM Personal Computer, recognizing that it is a new machine and probably has some bugs in it and that, including peripherals, its final cost is bound to be at the top end of the price range . . . I would wait until IBM fixes the seriously misplaced shift key before buying this machine. But on the whole, when you buy in this league you really cannot make a bad decision."

One hopes that before parting with several thousand pounds, readers would find a clear-thinking, unbiased and up-to-date source of advice: the evidence is that making a bad decision is surprisingly easy, and happens all too often.



A table on page 25 lists children's average computer performances at various ages. It indicates that children cannot use software before five and a half to six years, nor use word processing programs before nine. While the author may be right about what happens in his school, it is dangerous nonsense to suggest that such restrictions apply generally. British software publishers are rightly recognizing the importance of software for three to six-year-olds, and simple word processing can certainly be harnessed in teaching reading and writing in the early primary years.

The book is copiously illustrated by diagrams and photographs, though the use of space is sometimes curious. Page 73 is a forbidding and uncaptioned print-out showing how a single byte can store any number from 1 to 256. Unfortunately, it can't. It should be 0 to 255, and the last binary number printed is actually 128 not 256. Small points, perhaps, but why give a full page to the table if it isn't important?

The Glossary has some very unhelpful entries. If you don't know what a pixel is, "The smallest addressable point on the CRT of a microcomputer" is unlikely to tell you, especially as there is no entry for "addressable" and "CRT" just says "See cathode-ray rube" (sic). If you pursue the trail, "cathode ray rube" (typos are consistent) is explained as "An output system consisting of a televisionlike screen on which the letters, numbers or graphic output of a computer can be displayed". Fair enough, but wouldn't the pixel explanation have been easier to follow if it just referred to "screen"?

This book contains a fair amount of interesting material, and the author's school sounds enlightened. But this book suffers throughout from the fatal flaw that he has not clearly analysed or identified the needs of its readership.

First Steps with Your Spectrum makes a refreshing contrast. It is aimed at the many children who are embarking on computing with a Sinclair Spectrum. Within 128 well-illustrated pages, this cheap and cheerful book takes them all the way from plugging the machine in to writing and adapting simple programs using colour, animation and sound.

The book is carefully structured each chapter takes a small but achievable step, and throughout Carolyn Hughes promotes active learning, not passive reading, with questions, activities and suggestions for modifications. All too often cartoons are misguidedly used in computer books as mere cosmetic relief. Bryan Reading's cartoon-type illustrations are an honourable exception: always apt and sometimes witty.

Coincidentally, the review copy arrived just when I first needed to use a Spectrum, so I was able to field-test it. Never having used a Sinclair system of multiple-use keys, I was grateful for the book's concise and lucid explanations. Although I was aware that the publishers intend the book for children, I never felt patronized or belittled. There are minor quibbles, of course: like the poor reproduction of the program listings of the six simple games (with words like LET squashed between two lines). Overall, however, the book was helpful and economical.

Paradoxically, unlike Galaxian's book which *aims* to be all things to everyone, this little "children's book" might just have a big readership among parents and teachers.

Finally, if you have an Atari 400 or 800 and have become tired of games, Conlan and Dellman have provided an excellent introduction to programming it in PILOT, an easily learned author language which can be plugged in on a cartridge. Like Hughes' Spectrum book, this has lots of friendly illustrations and an interactive question-and-answer style.

Its price presumably reflects its American origins and the narrower target readership. Like Hughes, Conlan and Dellman deliberately limit what they attempt, and in doing it so well for children, they appeal to many adult readers who would not normally turn to children's books. The computer industry has been so impervious to the real needs of novices that it is hardly surprising if children's publishers are moving in to fill the space.

Jacquetta Megarry

Language matters

Implementating Basics: How Basics Work. By William Payne and Patricia Payne.
Reston/Prentice Hall £11.95. 0 8359 3044 0
Assembly Language Programming for the BBC Micro Computer. By Ian Birnbaum.
Macmillan £8.95 0 333 344851.

Translating, *compiling* as we call it, high-level languages to what hardware or software can interpret, is one of the most involved and complicated jobs one can require a computer to do. Also, a lot of clever people have given us a clear idea of what is involved and, after a collection of ingenious programming tools to use in compilers. Since every user of a high-level language can recognize what the problems are, books that explain how it is done are valuable, interesting and accessible to any one who wants to enlarge their range of programming capabilities.

The Paynes' book explains clearly the ideas contained in the Basic compiler they have been involved with. However, since Basic is a very simple language they have only had to learn a few tricks and their book gives the impression that these are all there are, rather than all they know. I wouldn't want the justified severity of that remark to put you off looking at this book since, within its pages some good programming problems, and their solutions are elegantly and clearly set out.

Assembler, a language with one instruction for one machine-code command, is interesting because it leads you to understand how the actual microcomputer works, and there are reasons why you should write short sections of your program in assembler, notably that what you want the machine to do cannot be expressed in your high-level language or because you want a small section of your program to run as fast as possible.

Any moderately advanced programmer will want to understand assembly code and Birnbaum is a solid reliable introduction to 6502 assembler, which is the microprocessor at the heart of many small micros, not just the BBC. For BBC users it has the added advantage of explaining how to interface the BBC operating system. He introduces the language by showing how one would write equivalents to familiar Basic constructs and succeeds in explaining how and when to use all the 6502 instruction set.

I have some criticisms of the Basic assembler which makes documenting a program unduly difficult, but that is not Birnbaum's fault and the book would be equally useful with other 6502 assemblers.

John Laski

A compilation by Joanna Turnbull, *Maths Links*, issued by the National Association for Remedial Education, is sub-titled "a classroom guide to school mathematics and published resources". It leads teachers to rethink the nature of mathematics and its teaching, suggests topics for a related programme of work, and lists references to those topics in a variety of textbooks.

F. W. Kellaway

Children's literature

Cats among analysts

Children's Literature. Volume 11. Edited by Francelia Butler.
Yale University Press £16.50. 0 300 02991 8. £7.50 02992 6.

Here is another shot across the bows of Critical Respectability from the Good Ship Lollipop. The Children's Literature Association of America are preparing to board with cutlasses like this in their teeth: ". . . for the phenomenological critic who applies the concepts of phenomenology must overcome the subject-object dichotomy, by describing and explaining the image in such a way that the image is constituted only in its intentional relationships with the perceiving subject".

That pellucid observation comes from Hamida Bosmajian's essay on – believe it or not – *The Little House on the Prairie*, although, to be honest, it is not entirely typical of the contents of this literary annual. Where Miss Bosmajian quests after impressive verbiage, others seek impressive insights. A couple of people write about the Babar books as an extension of the courtesy-book tradition and as a recipe for social stability (which has been done before). Two gentlemen claim mighty themes of death and rebirth (that is to say an Easter resurrection) in *Pinocchio*. Mr Eliot's fashionable cats are dried out among the analysts.

All this might just be excusable if you could be made to feel that the writers were enjoying themselves. Over the whole book though there hangs a cloud of earnest endeavour; words are being clocked up for the sake of advancement or the elusive grant of tenure.

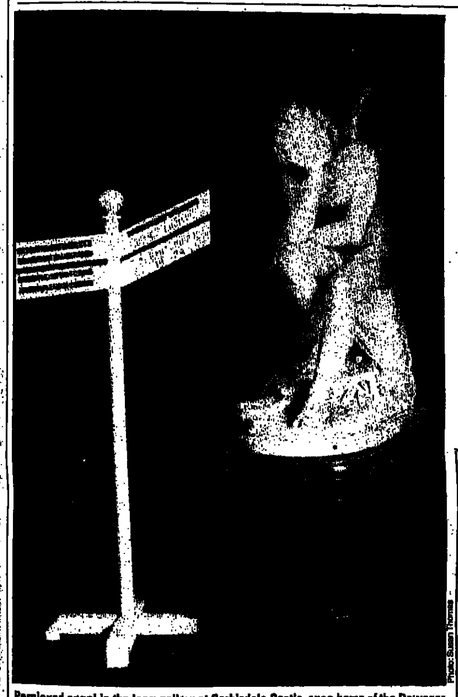
Only towards the end does light break through: a delicious review by Perry Nodelmann of Jack Zipes' leftist study of fairy tales, *Breaking the Magic Spell*, and a reflective note by our own Naomi Lewis on "The Road to Fantasy". This gives albeit with some tiresome errors the background to Miss Lewis's editing of an exhibition catalogue for the National Book League on *Fantasy Books for Children*, and a shows, as nothing else in *Children's Literature 11*, a mind moving with sensitive understanding through the complexities of a subject.

Brian Alderson

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EXTRA

TRAVEL-PLACES AND PEOPLE



Perplexed angel in the long gallery at Carbisdale Castle, once home of the Dowager Duchess of Sutherland – now a youth hostel.

Photo: Susan Thomas

Highland mighty

Susan Thomas finds life north of Inverness

"Behold," say the bold white capitals on the granite hillside. "Behold – Christ is Risen." And hairpinning round the last muscle-rending, gear-grauncching bend, you come face to face with a Grampian landscape of such astonishing splendour that the vandalism seems quite inspired. Rolled gold valley bottoms, black velvet foothills and ermine capped peaks – all revealed in a blaze of sunshine. But Scotland is like that: a revelation round every corner.

Not all so dramatic of course, though the Glencoe Pass is at once the most beautiful and possibly the most dangerous place in the world. The constantly changing views and hues, menacing peaks, white lace falls and scarlet fruited mountain ash defy both description and the combined technologies of Messrs Kodak and Nikon.

The beauty is indisputable. The danger, especially in high season, unavoidable and composed not of bog or sliding shale (though walkers regularly come adrift on the higher bits of Scotland) but of other tourists – carbound and spellbound at 50 mph in the middle of the highway. The risks are so real that the Scottish Tourist Board seriously recommends coach tours or chauffeur drives as an alternative to head-ons.

Things are not always what they seem either. Take the games. Highland games occur all over the place at the end of August and the start of September. The Balmoral event is just a high-powered culmination. Last year in the middle of a grassy area dotted with melancholy pibrochs, thistledown strathspeys and dogged cyclists, we watched an immense and hirsute fellow pluck a weight from the turf and nonchalantly toss it away.

"Look at that," we said to each other. "No style, but what strength. If he just had a bit of training now . . ."

It was some time before the same brawn laddie tightened the belt on his Royal Stewart tartan and, taking off his windcheater, revealed a back as broad as a barn door, emblazoned with the legend, "Geoff Capes".

Visitors to the far north would do well to expect the unexpected. For, "contrary to common belief", as a tart Scot informed me, "there is life north of Inverness".

There is, for instance, a whole working craft village at Balnakiel (as near to Cape Wrath as makes no difference) where you can spend a happy day and as much as you like among weavers, potters, bookbinders and the like. Further south at Golspie, a search for Ordnance Survey maps disclosed the Orkadian Stone Company, a family firm which will sell you anything from specialist gold panning sieves to basic geological samples to an entire staircase of serpentine or marble or whatever.

Then there is the youth hostel near Bonar Bridge – a full blown, multi-turretted castle in the best Victorian Germano-Scottish tradition and complete with mirrored ballroom, elegant galleries, a flock of marble statues and a ghost.

A few miles down the road, the mighty Loch Shin empties itself through a tree-hung, boulder strewn gulley and tourists stand by the hour apparently mesmerized by its beauty. But it is not foam and rainbows which hold them but sudden glimpses of the salmon, bodies arced, tails lashing in a desperate bid to climb the falls.

There is, if anything, a surfeit of nature in the far north. The Highlands are etched and shaded with an intricate grid of trout-rich streams feeding the deep water lochs and tiny, lily strewn lochans with bright sapphire water. The empty glens which once supported a nation of hardy Highlanders have become "the last wilderness of Europe", the haunt of red deer and grouse and the refuge of golden eagle, otter, wildcat and pine marten. And between the noisy ship-to-shore bombardments of Faraid Head, visitors can see the puffin warrens and gannet colonies of Cape Wrath or watch the seals surfing on to the golden beaches.

Walkers have ready access to moor and mountain, although when sporting rifles have three-mile trajectories it's wise to be choosy about time and place. Hiking tends to be a slow, wet business and good compass skills are essential but it pays to persevere, for the hills are littered with wildlife, standing stones and brochs, and the delights of eating ham sarnies atop some granite outcrop while sun and clouds practice light changes over a 360 degree panorama should not lightly be passed up.

Motorists have it easier. Petrol is dear and hard to find but the scenic single track roads, properly used, are quite adequate. Highlanders travel faster than the average Briton however, and to avoid accidents or altercations sightseers do well to pull into the very next passing place and let the locals through.

For local colour it is hard to beat the slow train from Inverness or the rickety post buses. And while backpacks and campervans permit solitary sojourns in the most deserted beauty spots, to taste Highland hospitality at its warmest, you should B and B. The tiny houses are scrubbed till their boards squeak, the breakfasts large enough to set you up for a week, and like as not you'll be invited to take a dram with the family before you hit the electric blanket.

As for the weather – May/June is recommended by the cognoscenti; the west is twice as wet and twice as beautiful as the east; every hostelry, be it ever so humble, boasts a drying room; and last year the sun shone so long and hard that the rivers ran dry. Take a fortnight, say the initiates and you are bound to have one week so good that you will forgive the other.

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Zagoran zigzag

Christopher Portway takes a hike to find 'real' Greece in the Pindus mountains

Epirus is the name of the mountainous province lying between the Ionian Sea and the central Pindus ranges. These mountains, together with their Zagorian villages, offer a visitor insight into the *real* Greece which Corfu, Rhodes and the other popular Greek destinations, however pleasant, alas, no longer do. Even with its network of narrow, largely unsurfaced roads, avalanche threatened and alarmingly zig-zag, served by a surprisingly efficient local bus service, much of the Pindus remains out of reach except by foot along winding mule and donkey tracks. Ionnina is the capital of Epirus and is situated in the centre of the region. To reach it by road from Igoumenitsa, one of several small Epirus ports on the Ionian coast or even from Athens is no great problem, for the main roads to it are adequate if tortuous. The town, to my mind, is somewhat nondescript, its fairest features being the promontory jutting into Lake Pamvotis with the Mosque of Aslan Pasha and the Fetiye Mosque rising from the old walls of the citadel and the evergreens at the water's edge.

The island in the lake sustains a small community complete with a number of ancient monasteries worth investigation. I stayed a couple of nights at one of the spotless and privately-owned guest houses, dining off fish caught five minutes before from tanks by the lakeside.

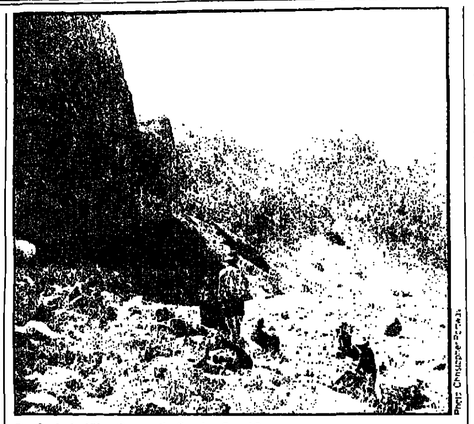
My trek into the heart of the Pindus started with a bus ride to just outside the eastern border of Epirus. From here, on a mountain's flank, it was but a short walk to the Zagorian hamlet of Aristi and the western end of the Vikos Gorge. And with the Vikos you have something very special indeed. It forms part of the wild Astraka range of the Pindus, 15 kilometres across and much of its perimeter consisting of inaccessible cliffs. During the summer there is enough grass to be grazed by scattered herds of sheep whose shepherds wander the hills following a way of life unchanged for centuries. The gorge – known as the Grecian Grand Canyon – is just over 1,500 metres wide at its rim and 1,000 metres deep, while some of the finest viewpoints in Europe can be gained with a little effort.

As I ascended the steep wall of the gorge from the dry river bed at the bottom a thunderstorm of great ferocity struck, loosening the rock and sending slithers of mini-boulders about me. For three hours I plodded through a solid downpour that soaked everything, including the contents of my rucksack, but at Papingo I found sanctuary in a guest house adjoining the village's only taverna. Wrapped in a blanket while my clothes slowly dried I made an odd addition to the clientele of the taverna and caused much good-natured amusement. In their company I dined well after copious doses of a local brandy.

To reach the mountain refuge on the Col d'Astraka is all of a three-hour slog, particularly when rain has mudded the rough track winding upwards out of the trees towards the barren cloud-shredded peaks. The refuge is a surprisingly substantial building capable of holding 30 hikers and equipped with kitchen and washing facilities.

I spent two nights listening to wind shrieking across the col and during the day explored the silent pools of water known as Dragon Lakes over on the opposite valley.

Before leaving its comforting solidness I made the ascent of Astraka, another uphill grind of three or more hours, to view from the windswept summit an all-round panorama of undoubted splendour. The way down the other side leads through a limestone gorge buttressed on one side by a perpendicular cliff face of massive



Resting in the Vikos Gorge – the Grecian Grand Canyon.

Photo: Christopher Portway

proportions, and down a steep and treacherous scree slope to the delightful village of Tsepelovon where Alexis Gouris is the English-speaking owner of the general stores and taverna, and plainly is a man of influence in the community. Through him I was allotted my bed for the night, again in a private house, spick and span with hot water on tap.

A bus ride to Brousohori where the road comes to an abrupt end, put me in the right position for the negotiation of the Smolikas massif including Smolikas peak. The track leads disconcertingly downhill the first few miles, but the Aoos River has to be crossed and the village of Pades, clinging to the hillside the other side, attained. Under a blazing sun I lost a gallon of sweat but the path is well laced with nectar-tasting streams and Pades can offer good Greek-made lager.

The stars in a clear sky offered me a ceiling that night as I bedded down on a flat grassy plateau on the flank of Smolikas, but a cold dewy morning had me on my feet again by dawn. Just as well, it turned out, since the ascent and descent of the 2,637 metre-high peak is not only an exhausting luke but one made tricky by an escarpment and cockscomb of jagged rocks that have to be surmounted.

The village at the bottom of the long uncomfortable final descent is Samarina, a summer-only village of ugly tin roofs and a Wild-West appearance with a population of characters straight out of ancient Greek mythology. At the taverna restaurant I tucked into a well-earned dinner, choosing the low-priced dishes I fancied from the steaming pots in a diminutive kitchen.

A day of rest – or part of one – in Samarina, then off to conquer a third peak, that of 2,249-metre high Vasilitas by way of an Alpine-like route of pine trees and a non-operational ski lift. Cloud spoiled the summit view and the cutting wind had me scurrying for lower altitudes and another far-flung village, this one called Perivli, whose unpretentious-looking hotel boasts the most amazing madequacies within.

In the cool of the evening, beer or ouzo in hand, it was nevertheless a delight to watch the elders of the community promenading in the square attired in black knickerbocker suits and pom-pom decorated shoes.

Then it was the Aoos River once more, another series of ups and downs, one of the more prominent ups being the peak of Avgo – and the village of Voutvousa, a gem of a little place with a fourteenth century bump-backed bridge surrounded by a forest straight out of Bavaria. A new guest house is under construction atop the taverna here, which should be an improvement on the primitive accommodation now offered the traveller. But after a fortnight in the Pindus, comfort becomes relative and a bed – any bed – a balm.

A balm too was the pleasant little Ionian sea resort of Parga to which I took myself in a series of buses via Ioannina and Igoumenitsa. The town is built in the shadow of a Venetian fortress which stands on a rocky, tree-covered headland jutting out to sea and dividing two bays, that on the west side containing a glorious pine-fringed sandy beach, surely made with recuperation in mind. Olive and citrus groves hug the tightly-compacted houses and small hotels bisected by tiny streets, walkways and endless steps.

It was late September but the sea was warm and a sultry sun beat down as if it were mid-summer. The town was slowly emptying of its visitors but there was still a sprinkling of topless ladies spreadeagled on the beach. The fact I noticed confirmed my return to civilization.

Readers wishing to experience a similar trek should contact Sherpa Expeditions, 131A Heston Road, Hounslow, Middx.

Book to read: Epirus *by Arthur Foss (Faber).*

Tile-clad turrets

Brian Earnshaw and Tim Mowl recommend a little gentle manoir spotting in the Perche

If you are beginning to get bored with the long drive south from the Channel ports to your *gite* in the Dordogne, or if you just mean to tour France and take pot luck, the Perche could be worth a day or two. You may have "done" the Loire chateaux last year and found them predictable and tourist-trimmed, in that case the tight cluster of textured and enchanting buildings in the Perche might give you just the kind of casual but authentic rural France you are looking for.

The Perche is in north-west France on Michelin Map 60 – the one with Le Mans on the bottom left-hand corner and Versailles on the top right. The buildings are the *manoirs* of the Perche and they are hard to define. They are not quite castles and certainly not stately homes and yet they are much more than fortified farmhouses. With their usual encyclopaedic fervour the French have begun to collect them already; they have an *Association des Vieilles Manoirs Françaises* but as yet it hasn't done much prettification to the group in the Perche. We saw only one with shorn grass and weedless flower beds. All the others were workman-like and rough textured down forlorn farmtracks with yards deep in cowdung.

Though they are not castles they all have towers, usually one over the front door with a row of Louis XII windows up it which makes it look anything but defendable. Others are geometrically planned and serious, no single generalization covers them, that's what makes spotting them so enjoyable.

The best *manior* cluster is on the lower half of Map 60, five folds from the left above La Ferté-Bernard and west of Nogent-le-Rotrou. The actual country they are set in is satisfying rather than spectacular. It is crinkled with valleys which are not exactly shadowed by hills, rather bordered by woods with steep fields, and criss-crossed by a tangle of lanes, all meticulously posted by cast-iron signs with small 1930s lettering.

Unusually for France virtually every farmhouse has its own signpost. The *manors* are impossible to miss, they are so thick on the ground that you can often see one from another, with ochre roughcast peeling from honey coloured stone and tile-clad turrets rising to form a silhouette of France before the Revolution.

Their names are similar – most of them end in -ière. On the Michelin they are marked as little black oblong signs with rays at the four corners - Gauberdière, Chapponière, Labinière, Tarainière; but only the names are uninventive. Some, like Les Feugerets, get a bit above themselves with a great square keep and a terrace; or there is Courboyer, a cruciform tower crouching low down among orchards like a castle of the homely Grail. Perhaps our favourite was Tarainière because its miniature keep among the cowsheds had machicolations all around the battlements – devices meant for dropping hot liquid on the besieging enemy but looking more like eight medieval toilets or *garderobes* poised ready for improbable action.

The beauty of *manoir* spotting is that it is so superficial. They are not open to the public so there is no entrance money or guided tour, and French guided tours can be so heavily academic in their facts compared to the average English chat-around. You just seek them out on the map, enjoy their textures and their endless variety of form then drive down a lane to the next one, usually less than two miles away. They get addictive, particularly to people who hate getting out of their cars.

The area has other pleasures. St Gauburge has a priory church and the inevitable museum of farm machinery, open 2 p.m. to 6 p.m., July to September, but it has been over-restored and restoration is what the *manoirs*. Angenardière excepted, have escaped. In any case the churches of the area are similar, as if all the local effort went on the *manoirs* instead.

You might look in at St. Germain-de-la-Courbe to see the dragon crossposts supporting the roof, more Norwegian than French; and if you are on your way back home from the south on Michelin Map 64, the crude frescoed church at Les Loges, just north east of Boulogne, is a must. Once you have got past the morning tipsy *gardien* and his ferocious Alsatian, the goats cheese reek of mould encrusted walls and the searching glances of saints transfixed on plaster are unforgettable. So, too, is the shuttered Grande Meaulnes chateau just after Les Loges at Semur-en-Vallon which the concierge will let you experience as your own personal melancholy if you ring at the gate.

The obvious place to stay as a centre for the *manoir* area is La Ferté-Bernard, just off the Paris-Le Mans autoroute and on Route National 23. It has a church with a staggering François Premier choir that must have literally more Renaissance fittings of high quality than the entire University of Cambridge.

The old town has medieval gate-towers but the modern centre is wired for sound – brash supermarket music follows you everywhere, so if you want somewhere less consciously French in its present Socialist phase, there is an AA-recommended, 78 franc menu place at sleepy Bellême in the Normandy triangle and Préval has a modest auberge.

But why worry too much? Most of the larger villages have places to stay and a bad hotel in France is so rare that it has a certain anecdotal value. If you tend to picnic in the middle of the day and leave your wine to the evenings then the local mineral water, Eau de France Roxannise, is a must. Only 1.05 francs for a big bottle and despite its name it is as good as the very best advertised brands that get to Britain.

There are two recommended tourist routes in the area already but ignore them and just use Michelin Map 60 and the manoirs will come thick and

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EXTRA

Obituary for a collective memory

Rupert Grey looks back and listens in India

Shaban was not the kind of man about whom obituaries are usually written, but nonetheless he is dead. He was neither genius nor saint, nor was he clever or famous; one of history's bystanders, he watched the closing years of the British Empire with a perceptive eye, a good memory and great skill as a raconteur.

His reputation as a wise and humble man drew men and women of all nations to his houseboat, which was moored to the banks of Dal Lake in the foothills of the Himalayas. Of them all, Shaban preferred the British.

It was an essential part of him that he was born and bred in the shadow of the British Raj, and like most of his contemporaries he regarded it with great affection. The absurdities and achievements of the British in India played a crucial role in his life, and the generation of which he was a part, nearly 40 years after independence, is dying, and the empire is slowly passing from living memory into written history.

Dominion over Palm and Pine is a phase of our recent past now generally regarded as best forgotten, and it requires a feat of imagination to remember that the empire was at its zenith, in geographical terms, exactly half a century ago this year.

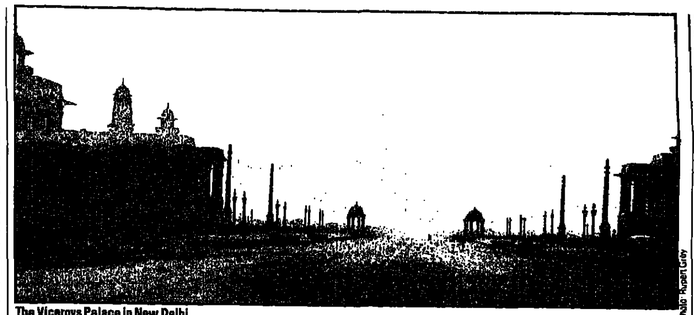
Of the Palm and Pine, the latter by and large was granted independence before the war and the former, in periods of transition that were less free from difficulty, during the decade after.

The British, who dwelt apart from the inhabitants over whom they ruled, departed often in sorrow and sometimes in haste to find that 25 years later their children are flocking back as tourists, welcomed by the governments who asked their parents to leave; and, by a by a quirk of history, they live in a similar style and not infrequently in the same palaces, and the servants perform the same function for this generation as for the last at much the same level of pay.

Those who have witnessed this turn of events can still be found, and their stories add a rich dimension to a holiday in the East. Many of them, and Shaban was one, cannot write and their stories will go unrecorded.

(Some stories are recorded. See *Plain Tales from the Raj,* Charles Allen.)

Perhaps for the first time, and this is particularly the case in India, the pace of change is so rapid that events become history before they have ceased to be current affairs, and the span of time that normally divides the one from the other has shrunk to the life of a generation. There is no need for interpretation by historians: simply go there and listen.



The Viceroys Palace in New Delhi

Photo: Rupert Grey

The photography shop in Leh, for example, on a Himalayan plateau adjacent to Tibet, is run by an Indian who will tell of how he walked over the Karakorams with Eric Shipton when, as British Consul in Kashgar, he played a crucial role in the great game of power politics during the last year of the Raj.

The Indian government is still playing, albeit less successfully, and the market-place in Kalimpong, cross-road of nations in the heart of the North-East Frontier, is still alive with tales of silk-traders who doubled as secret agents and whose reports reached the desks in Whitehall of those who controlled British foreign policy. Bailey, king of them all, whose exploits put Bond in the shade, died only 15 years ago, and the Macmahon Line, whose namesake died in 1949, still divides Assam from Tibet a few miles further east.

The third Baron Sinha of Raipur, whose grandfather was Privy Councillor and one of the first Indian peers, appears with his full title in the Calcutta telephone directory.

The man who plays the flute in Arab Street, Singapore, saw 50 years' service with the British on the Himalayan Frontiers, and the verger of the Anglican church in Kandy in Sri Lanka tells how he would show Mountbatten to his pew on Sundays while the British fought the last Great War of their empire in the jungles of South-East Asia.

These men were born in an age when the empire seemed eternal, and master and subject alike could not conceive of it coming to an end.

Forty-nine years ago Britain possessed 1,608 military aircraft, of which 580 were at home, 175 with the Navy, spread over the oceans of the world, 96 in India, 60 in Egypt, 51 in Iraq, 28 at Singapore, 12 at Aden, 6 at Malta and 1 on loan to Canada (it constituted their entire Air Force). These aeroplanes kept an eye on the greatest expanse of territory ever presided over by one ruler in the history of mankind.

By and large it was a paternal eye, and if the slaughter at Amritsar in 1919 was premeditated murder on a scale that has neither been forgiven nor forgotten, it was, as Churchill said, "an event which stands out in singular and sinister isolation". It was perpetrated by the same people who allowed the principal architect of their empire's demise to work out his moralities without being shot (at least by the British), and if they committed him to prison for a year or two when he was particularly troublesome, it was not long before the king-emperor entertained him to tea, clad in nothing more than a loincloth and spectacles, at Buckingham Palace.

The second world war did not bring the empire to an end, it simply delayed it, and provided fertile ground for stories that are still told in India. English fathers spun their children the same tales of the first Burma landings that their batmen told their Indian sons. When I visited the vale of Kushmir, playground for the British Raj on holiday, I saw it through my father's eyes, looked for his old houseboat and stayed for a chat with Suffering Moses, rogue extraordinaire who overcharged me no less than my father for the finest *papiér-maché* boxes, adorned with the Bengal tigers my grandfather hunted at the turn of the century.

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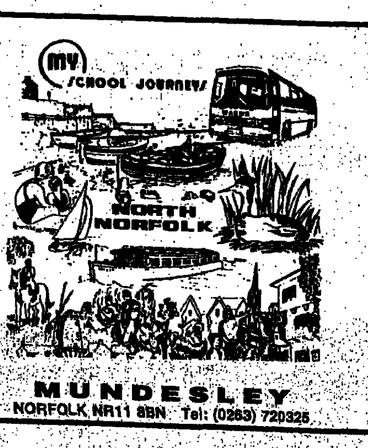
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The flute player who saw 50 years service with the British on the Himalayan Frontiers

Obituary...

continued

And I met Shaban, ordinary boatman of Dal Lake who spent his war years paddling British officers on leave below bridges built by an earlier and no less transient empire, and under the shadows of giant Chenars whose seedlings, transplanted and renamed planetrees by the botanists of the Raj, now dominate the skylines of London's squares and parklands.

In the drawing-room on his houseboat, between the deep, raised panels, there hangs a faded print of a younger Shaban standing before the Parthenon; the handbagon his arm evidently belongs to the aristocratic lady gazing imperiously through her lorgnette, standing to one side and slightly above him. Servant and mistress, they are on a grand tour of Europe, and Shaban the son of a boatman saw the world in some style and at no cost; he was one of the few subjects of empire to see the other side of the coin, for his mistress was wont to visit the great country houses of England, and her husband was a leading politician.

Years later he returned to Kashmir with her, and she commissioned a houseboat on which she was to spend her last years. Shaban looked after her, buried her on the bund in Srinigar, where her tombstone still stands crookedly in a graveyard overgrown with poppies and wild thyme; he inherited her houseboat, and in turn spent his declining years entertaining the sons of the British Raj.

The bond between British and Indian extends through 10 generations, part an accident of history and part perhaps the attraction of equals and opposites – the British may have changed the face of India, but they never changed the Indian character: Conrad's Mystery of the Orient remains mysterious.

The bond still exists, and it is no coincidence that the hippy trail of the 1960s took a direct route to India. The surrender of empire has shifted the emphasis, however, and the British graveyards, spread over the dusty plains of India, speak eloquently of a commitment that cost their lives and those of their families, and the Indian soldiers who lie buried in the slaughter fields of Europe made the same ultimate sacrifice. The obituary of an age can still be heard from the lips of those who lived it, and if you wish to share their memories there is no time to be lost.

The Pax Britannica Trilogy (James Morris – Penguin 1979)
Where Men and Mountains Meet and *The Gilgit Game* (John Keay)
These books can be obtained from the Travel Bookshop, 15 Blenheim Crescent, London, W11 (Telephone 01-229 5260).



The author's wife with Shaban on his houseboat

Decidedly Irish

David Wickers visits the Aran Islands

You can't go straight there. Even if it were practically possible it would hardly be a fitting way to arrive at what have been billed as the outer fringes of the universe. So there was plenty of time for a Guinness at Winkles, a modest hotel at Kinvarra on the road from Shannon to Galway.

Tiffy Moylan, née Winkle, coaxed a glass of the black syrupy stuff from its cellar storage and I sipped it with the usual grimace of people who hate it. I felt I had to at least give it a chance in its natural habitat. "Just try another little swig," urged Mrs Moylan "and then I'll let you see my treasure."

I did and was led into the lounge to be shown a glass cabinet filled with 72 stuffed birds of paradise, a gift from US President George Washington to a Lady Gregory in recognition of the bravery of the Irish soldiers. "When the Yanks set eyes on it," she said, "they get very excited indeed. And so do the archaeologists."

Mrs Moylan (after another swig we were on Tiffy terms) was not confusing archaeologists with ornithologists. She confused them with geologists. "Those men who study the rocks. They come and stay here whenever they are pottering around the Burren."

Although I am still a drive and a three-hour sail away from the Isles of Aran, née Inishmore, Inishmaan and Inisheer, in geological terms I am already in the family. The islands are at the end of a long arm of abrasive limestone that starts at the Burren in mainland County Clare, disappears at the coast, and pops up again across the mouth of Galway Bay.

I stopped for a lunch to remember at Moran's at the Weir in the heart of oyster country. Noel Coward had got here before me and had scribbled a couple of witty ditties on his napkin, one of which ended with a warning about "after all these oysters and the whiskies you drink here, you might also see mermaids gently swimming in the weir."

The nearest you're likely to come to a mermaid is the Oyster Pearl who is crowned at Galway's Oyster Festival, held here every September. "The Oyster Pearl", explains Victor, who's working behind the bar, "comes in from the sea, except that if the tide's out she comes by road and the car drops her off just round the corner. Then the oyster opening race starts."

Willie Moran, son of the owner of Moran's, invariably wins. Not really surprising since he happens to be the world champion oyster opener, capable of dispatching 30 oysters, without damage, in one minute, thirty-two seconds.

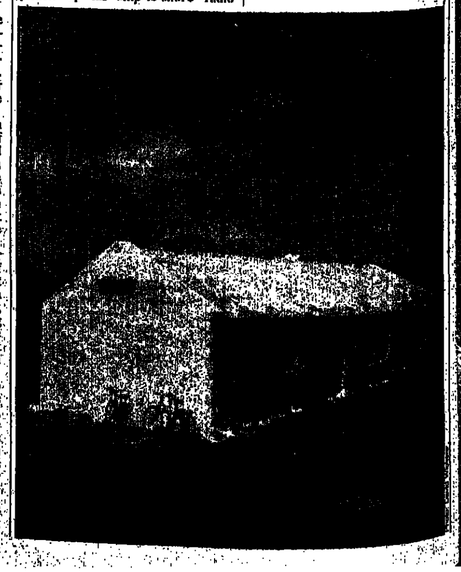
Ireland is full of lovely distractions, making it impossible to ever get to where you're supposed to be going. There is always a danger of missing the boat, which in this case is the good ship Galway Bay, a 700 ton ex-Admiralty tug that was built on the Clyde in 1929 and saw service in Scapa Flow and Dunkirk before being posted to Galway to wait on the transatlantic liners that used to anchor in the bay before setting off for the New World.

Nowadays, Captain Paddy and crew sail every day during the summer, "Wednesdays excepted and back at 4.30 pm, sharp." I joined him on the bridge as he coaxed his vessel out through the channel markers and picked up his ship-to-shore radio mike. "This is the Galway Bay, Galway Bay, Galway Bay calling. Ah, hello there Seamus. Would you kindly tell me wife to order some more sustenance for the ship's snack bar and we'd better get some truck tyres for her sides. She's still scraping badly against that monster of a jetty on Inishmore. Over and out and God bless."

The crossing is calm but can be stormy. Captain Paddy remembers one Force Ten which "the ship could take all right but the passengers weren't too happy."

After a couple of hours, as the thin, low slopes of the Arans grew slowly out of the mist, I asked Captain Paddy if he'd ever stayed overnight on the islands. "I answers no," he replied. "It wouldn't be my scene at all. It wouldn't be everyone else's either. But for others, myself included, the

continued



Decidedly Irish

continued

Arans are a thankful discovery.

Mere mention of the name Aran to most people immediately conjures up images of Scotland and woolly sweaters, but these three have just one 'R' and are decidedly Irish. They have their sweaters too, great, thick, white chunky knits that are guaranteed to tip the Aran Air scales to excess on the homeward flight. The largest member of the Aran group is Inishmore, a nine by four-mile limestone plateau that rises gently from the east and squares up to the Atlantic with a line of savagely steep cliffs, too sheer even for more than a handful of seabirds to find a nook or cranny to call home. Inishmaan, the middle island, measures just three-and-a-half miles across and Inisheer, the eastern island, is smaller still.

Although they are not the most westerly point of Europe, or even the most westerly point of Ireland come to that, the Arans still stand as an outpost of modern life and times. As we nosed into the tiny harbour of Kilronan, the main village, the rest of the island looked immediately severe, a grey-white, treeless world. It is a scenery of silences, marked by an irregular line of houses along the island's main road and a patchwork of fields, each one smaller than a suburban back garden.

There are no hotels on the island, only various shades of guesthouse, and mine was called Gilbert's Cottage, about four miles out of "town". Gilbert is really Stephen Dirrane who bought the cottage some 12 years ago when he returned to his native island after 20 years in the kitchens of the Hotel Carlisle in Manhattan.

The nearest and dearest public house up the road is also called Dirrane's. At night, like most of the Inishmore pubs, the murmurs of Gaelic conversation rise to a raucous crescendo of traditional songs and music, sometimes a ceilidh and always what Bord Failte, the Irish Tourist Board, would describe as "lively discussions".

You could hire a bicycle and scoot round the entire island in a day but you'd probably become a tale in Dirrane's. If you want to savour the sites, and there's a wealth of historical relics to see, you'll need at least three or four.

The islands' past dates back to Megalithic times in the shape of dolmen, tombs of standing stones. Christianity first came with St Edna who founded a monastery at Killeany in 490 AD. It became one of the most important of the period and Aran became known as the Island of Saints on account of the number of scholars and holy men who came to pray and study.

But Inishmore's top billing is reserved for Dun Aengus, one of the finest prehistoric structures in the world. Its three concentric defensive walls, built in the familiar drystone wall technique, but massively so, in the first or second century BC, stands without even a ticket hut let alone a gifty shoppe selling miniature replicas and Dun Aengus key rings.

One day I tried, but failed, to get to the other islands. I was told on good authority that the boat would leave between 10 and 11.30 the next morning and that it wasn't the one I could see over there, because that was the Misty Moo, and that the fare was "five punds to nine punds" and that it might not be coming back unless it was full, in which case there might not be room for me. So I bought a sweater instead and asked everybody what I had missed.

Tourism on the Aran Isles inevitably has a strong hint of voyeurism. Outsiders, who as far as the islanders are concerned begin at Galway, come to see the fading ways, to pay tribute to a living example of the survival ethic as well as relish the sense of beautiful desolation. Like many others I first saw it all in the movies, in Robert Flaherty's *Man of Aran* (his electric generator, used to drive the arc lights, can now be seen rusting away in a decrepit fish-curing shed).

But we are already too late. We must now try hard not to notice that dull new houses are fast replacing the old thatched cottages which are now mostly in varying states of disrepair. We must forget that Hush Puppies are worn in place of rawhide shoes, that acryllic quilted jackets are chosen instead of tweed or the *bawneed* waistcoats, and that women no longer wear red woollen petticoats.

We have to ignore the discreet Access and American Express stickers on the cottages where they make and sell the Aran sweaters. And we must look a little bit harder to see the Men of Aran in their traditional *currach*, the rowing boats made of canvas, stretched over a wooden frame and coated with layers of tar, a boat that has barely changed since men first put out to sea. But, despite all these shifting patterns, the Aran Isles still remain remarkably different.

One story from the island's rich folklore concerns St Edna who was asked by a visiting St Colmcille for a plot of ground where he could build a cell. Edna was reluctant, afraid that Colmcille's fame would threaten his own, so he allowed him only as much land as his cloak would cover. But when Colmcille laid the cloak down it just grew larger and larger, so Edna snatched it up before it took over the entire island. Colmcille was furious and laid a curse on the island which would never be lifted. He vowed that strangers and foreigners would overrun the islands. And it looks like they're on their way.

For further details contact the Irish Tourist Board, 150-151 New Bond Street, London W1Y 0AQ. Tel: 01-493 3201.

A taste of German wine

Recommended by Dan Finlay

The leaves of the sloping vineyards were turning gold in the mellow light of early autumn, and a gentle mist gave the typically onion-topped church tower in the background an ethereal quality. What the Germans call *Stimmung*. It just had to be savoured. It was in the Maerkengraefierland but it could have been almost anywhere in the wine country.

To the fairytale Germany of the Brothers Grimm, add the delight of tracking down ringing names like Kreuzmacher Königsberg Kabinett and Liliensheimer Vulkanfels Spätlese to their source, and the luck of some pleasant weather and you have a sure formula for driving aside the cares of a weary world.

There are 11 wine regions in West Germany but on this occasion I had come to Baden; 400 kilometres long from near medieval Rothenburg to Lake Constance.

The Badische Weinstrasse meanders up hill and down dale to Effelnheim, shadowed by the Black Forest Mountains, and bordered by villages of half-timbered houses alight with vibrant window boxes. Castles like Yburg and Staufenberg, along with monasteries such as Erlenbad add to the medieval ambience.

I slipped through the wide orchards towards Renchen and then on to Gegenbach, nestling within the protection of mighty towers, its narrow gateways giving the impression that Barbarossa might ride through at any moment.

For "getting into German wine" a seminar can be the key. Available most of the year, they are mostly regional in character. The notion that a Baden vintner could say something pleasant about Lahr wines would be mind-blowing.

The wine's worth it. Germany produces only 1 per cent of the world's output, but "the vine flourishes best where conditions are most severe" and in these most northerly of vineyards the frontiers of the possible are approached.

Of course, the industry, as elsewhere, is often a tale of gigantic plastic tanks, but one invariably tipples amid ranks of oak casks with a view of an ancient wine-press a certainty.

Starting with the dry ones and working up through the gradations to richly sweet nectars like Beerenauslese, the cheerful and indefatigable Kellermeister aroused a distinct envy. Discoursing on the reasons for the difference in sugar content in a Spätlese and Trockenbeerenauslese was going to be hard to resist at home.

"Eiswein, which is sweetest of all, isn't included as it's so good and so rare that it's hardly ever sold and vintners hog it for themselves," whispered a *confrère* with that very German delight in imparting factual information.

The chatter and comments become more animated as time passes. Some fall by the wayside, but the remainder go to it with the spirit of crusaders. From one *wienprobe* to another, while famous vineyards and renowned vintners pass into an ever-deepening haze.

There are seminars in English too, of course, as at picturesque Kloster Eberach in the Rheingau where there are six sessions annually between May and the end of September. It isn't regionally orientated, but it costs a hefty DM1,420 (£365) for seven days in luxurious accommodation for this you could hardly get more – tasting some 200 wines, and touring the Mosel, Mittelrhein, Nahe, Rheinpfalz, Baden and Rheinhessen regions besides the Rheingau itself.

There are some intriguing touches like tasting Rhein wines on a steamer while passing the vineyards from which they come, dinner at a medieval castle, and a trip to the dreaded State Institute for Quality Control, for the instructive imbibing of "faulty wines". Social events are profuse.

Far cheaper regional seminars range from DM 90 for a weekend at Bad Kreuznach on the Nahe, DM 92 for a weekend on the Ahr, DM 220 for three days at Bacharach on the Mittelrhein (in English), DM 150 for a weekend in Trier (in English), DM 295 for five days in Rüdesheim, with a couple of hundred marks being the average charge.

The Floating Wine Seminar (in English) takes place on a Rhine steamer which chugs from Basle to Rotterdam between September 8 and 14 for those who like to kill two birds with one stone (DM 1,720).

"Wine Teaching Paths" are one way to get a rapid insight into wine-making if you aren't keen on seminars. Like the two-mile one I walked in Trier, around the Petrisberg, where 35 salient features of the process are highlighted: different grape types, vineyards of various ages, "very steeply sloping" ones where the soil can only be tilled by a plough drawn by a windlass, and everything from spacing systems to an 1880 wine-press.

The vineyards one saunters through have names like the Trier Deutschherrenberg, Trier Jesuitenwingert, and Trier Burgberg, but it seemed ironic amid this old world romance that sighs for the pesticide-spraying helicopters should be scattered about.

Roman soldiers were supposed to drink two litres of wine a day for medicinal reasons, which is one reason why vineyards sprang up and flourished in their footsteps. Failure to do so meant severe punishment. It's a fair bet that those stationed here didn't have any problems on that score.

Further information on wine seminars conducted in English can be obtained from the German Wine Academy, Postfach 1705, 6500 Mainz (Kloster Eberbach seminars); Volkshochschule Trier, Postfach 3470, 5500 Trier (Trier seminars); Stadtverwaltung Verkehrsamt, 6533 Bacharach (Bacharach seminars); Koln-Dusseldorfer, Frankenwerft 15, 5000 Koln 1 (floating wine seminar). The German Wine Institute provides a guide giving information on the other seminars available. It can be obtained from the German Wine Institute, 121 Gloucester Place, London W1.

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EXTRA

Unparalleled delights

Sarah Jane Evans discovers in Andalusia a part of Spain the British rarely see

The wise visitor flies to Seville, a relatively small and unhurried airport – as airports go – on the northern outskirts of the city. Like so much of travelling in Andalucia, the uncrowded airport recalls earlier years when there were fewer tourists. Malaga airport, the gateway to the blowsy charms of the Costa del Sol, should be avoided.

In the high season a few package tour companies use Seville; at other times Iberia, the national airline, has a regular service with an interim stop at Valencia or Barcelona. A fly-drive package is ideal for this region where there are any number of villages to drop in on, but few cities requiring long stays. Cars can be hired at the airport, or in the UK – the Spanish Tourist Office has a useful information sheet on this and other matters. Once in Spain, you'll find each large town has a tourist office with free maps and brochures, and lists of places to stay. Whether you can visit Andalucia's white-painted villages on your first trip is a matter of time; you must certainly visit the three famous cities – Seville, Granada and Cordoba. You could see them all in a week, but a fortnight, allowing for a lengthy detour (described below) is much more fun. For those with an interest in the history of art and architecture, the three cities offer unparalleled delights. For the Guinness Record-lover, Seville has the third largest cathedral in Europe, though rather lumpen. Standing beside it is the Giralda, the former minaret, which gives splendid views across the plains of the Guadalquivir river, and which confronts you in every gift shop in marzipan, tin and plastic ivory, in all sizes, as models or as lamps. Across the square, the Alcázar, the fourteenth-century palace, is a charming example of the highly decorated Mudéjar architecture which graces Andalucia's towns – an adaptation of Moorish traditions to Christian life. For the visitor used to the altogether cooler styles of Northern Europe, the Alcázar is stunning.

Seville is a city to be discovered on foot. Each winding alley reveals a new church, another enchanting patio behind delicately wrought iron gates, a further expanse of shimmering *azulejo* tiles. And on every corner there's a bar, which will sell you a coffee, a beer, a small slice of *tortilla* or some pieces of spiced fried fish to set you on your way.

Granada, by contrast, is definitely better by car. That way you can avoid the depressing suburbs of high-rise flats and make straight for the Alhambra. Being in striking distance of the *costas*, its crammed most of the day with tourists. So it's best to go early, before the coaches. But if you are caught amidst the packages, don't worry: the romance of each successive room and hanging garden prevails. If you can take your eyes from the walls and ceilings, the views to the snowy Sierra Nevada and across the plain are stupendous. Closer in, you can look towards the hillside Sacromonte caves where the gypsies live. They thrive on tourists – so I've always found the prospect more enchanting than the close-up. You can also look down on the Cathedral where Ferdinand and Isabella, the Catholic rulers who conquered this glittering capital of Moorish Spain, are buried.

The third essential city for any tourist to this arid, sandy region is Cordoba. Granada is higher up, and the artfully-designed Generalife gardens of the Alhambra are the very coolest place to pass the siesta. But Cordoba is just down the road from Ecija – proverbially known as the *sartén de España* ("The frying-pan of Spain") – and to spend the siesta on an August afternoon stretched out on a bed in an airless *pensión* is one of those holiday experiences you won't enjoy reminiscing over. And yet, a few hours later, you'll be stepping out once more in the evening cool to join the Spaniards in their finery strolling up and down the main streets, buying a packet of pistachio nuts here and stopping off for a chilled *fino* there.

Cordoba was a Roman capital; the bridge remains. Seneca was born there, and seven centuries after his death it was a capital again, of the Muslim culture. To that period we owe the Mezquita, another of those astounding products of Moorish artifice which looks so unprepossessing from the outside. The forest of two-tiered arches inside figure in every guidebook illustration, but nothing detracts from the shock on entry. The Mezquita was later converted to Christian use, and at its heart you'll find a sixteenth-century cathedral. Hearing a Latin mass on Sunday morning in a Christian church inside a mosque is definitely an experience.

Cordoba has, like Seville, a Jewish quarter of white-walled narrow streets, each house adorned with hanging pots of geraniums. The patios of Spain are a revelation to every town gardener – the geraniums will flourish in Britain even if the palms do not. And you can buy the ceramic pots for 75–200 pts at the gipsy market. (Every town has its weekly gipsy market. You'll find garlic, nuts, garish fabrics, cheap kitchenware, plastic and leather shoes, plastic flowers, earthenware pots, the lot. If you shop carefully, you'll find some bargains).

Every visitor to Andalucia soon develops a kind of Jungian longing for water, which in the high season develops into a frenzy to get to the sea now, this minute, to get out of the car, quickly, on to the beach – ouch, the agony of the scorching sand – and desperately, even despairingly, to plunge into the forgiving waters. Unfortunately, if your passion drives you to the Mediterranean, you'll find the sea is the unwelcome temperature of a warm bath, and the rest of the world will probably have got there before you. If, however, you take the Atlantic coast, you'll generally find empty beaches, washed clean by tidal waters, and the sea itself a shimmering refuge from the sun.

So stop off at Seville to get the flavour of Andalucia on your way from the airport – even the railway station is a marvellous Moorish mock-up – and take the N4 to Jerez. Don't take the motorway – you'll have to pay a toll anyway – because there's usually so little traffic on the N4 that the journey is not much slower. Driving in this part of Spain outside the towns is much like it must have been in the early parts of this century in England. By taking the "B" roads (though the N4 is correctly an "A") you will find the *ventas*. These are roadside restaurants, and the good ones – look for the Spanish cars parked outside and the general state of repair of the building – serve excellent value meals. You can sit outside under a straw shade and enjoy a dish of mixed fried fresh fish, with a large mixed salad, as much crusty bread as you want, and several beers or a half bottle of wine for 500–1,000 pts.



In the Mesquite at Cordoba. This outstanding example of Moorish architecture now houses a Christian cathedral within it.

It takes 1½ hours to Jerez de la Frontera, centre of the sherry industry. It's a town of decaying grandeur, with its palaces and old commercial buildings. It's a very good place to



Street in the Santa Cruz quarter of Seville

enjoy *tapas*, the pre-lunch mini-meals that are such a part of Spanish social life. Discover the Edwardian bars by taking a *fino* and a Russian salad in one (70 pts), a *tinto y casera* (half red wine and half a sweetened fizzy water) and fried squid in the next. Why not try the cod's roe vinaigrette, or the prawns, or the meatballs in sauce? It's a cheap, easy lunch, taken in stages. If you're staying in Jerez, make a morning visit to one of the *bodegas* such as Gonzalez Byass or Domecq. It's best to make prior arrangements with the British office of the company in question, since the *bodegas* are understandably sniffy about tourist hordes, especially when unannounced. The trip round a *bodega* is a stock tourist item, but fascinating all the same. Everyone comes, though, for the half hour at the end when you're allowed to drink as much sherry as you decently can.

From Jerez take the road to Sanlucar de Barrameda. You'll pass miles of vines in rows across rolling chalky soil, broken only by the odd farm building. In Sanlúcar they make perhaps the best sherry of them all – *manzanilla* – with a distinctive salty tang which is said to come from Sanlúcar's seaside site. If you go down to the river – it's the mouth of the great Guadalquivir from which Columbus, Vespucci, and Magellan set sail – you look over to the Coto Doñana national park. This vast game reserve, now open to visitors, is best entered from the Huelva side of the river.

From Sanlúcar the road runs round the coast – with an inland detour round the US base at Rota – to Puerto de Santa Maria. All the way along there are quiet sandy beaches, each one reached by a long dirt track. You won't find any of the usual beach facilities, but the pay-off is the sense of space and solitude.

Puerto itself is a friendly town with a busy harbour (for fishing and soon sherry shipping). Take the little boat over the bay to Cadiz; it costs only a few pesetas, takes about half an hour, and is a marvellous way to approach the peninsula.

For those keen on the sites of old sea battles, Cadiz is certainly dramatic. (While Cape Trafalgar, just down the coast, is unutterably flat and dull). With its crumbling, white-walled, golden-domed cathedral on the shore, and its hundreds of winding alleys, it is ideal for the tourist who wants to soak up the atmosphere. The Archaeological Museum is well-chosen and undemanding, there are sufficient churches for the art student, and endless delightful bars.

The good beaches continue along the coast down towards Tarifa. There are many charming white-painted towns, along the way, so typical of this part of Spain – most particularly the hill-top Vejer de la Frontera. From Vejer a circuit from Seville is best continued fast along to Algeciras – unpleasant, noisy contrast to all the peace and calm before – with a nod towards Gibraltar, and then slowly up the rocky valleys into the hills to Ronda, and back through the forgotten mountain roads via Olvera, and Arcos to Jerez; or remaining up in the hills and then across to Utrera and the Guadalquivir plain.

And on the way home, don't miss breakfast at Seville airport. Their melting buttered, toasted bread with apricot jam almost makes the prospect of a trip to Heathrow or Gatwick bearable.



The Court of the Lions, the Alhambra, Granada

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EXTRA

Making pigs of ourselves

Self-catering in style with Angela Humphery in Wales

It was the first day of spring and North Pembrokeshire was looking its best. Daffodils and primroses fought for space in the hedgerows, snowdrops and catkins bobbed about in the breeze and lambs did what lambs do, gambolled over the hillsides.

As we drove up a lane with a sign pointing to Cerbid, a car coming towards us drew up alongside and a man put his head out of the window. "Hello, I'm Leonard Rees, welcome to Cerbid. The key is in the lock and the fire is lit. Make yourselves at home and I'll be back in an hour to see that everything is OK."

Our cottage, *Cwm Eithin* means gorse glen, and it was, in fact, once the piggery here at Cerbid on the St David's peninsula (six miles wide and 10 long) where Leonard Rees' family have farmed for over 500 years. Twenty years ago he started converting the farm buildings into five luxury self-catering cottages, furnished and decorated to high residential standards.

There was milk on the doorstep and daffodils in every room; hot-water bottles on the beds; a dog-basket, bowls and pet owners' shovel; butterfly-nets and fishing-rods; colour TV and a miniature library with 95 books, maps and brochures on local coast-path walks, reptiles, history, architecture, geology, castles and burial grounds. We were going to be kept busy just reading about what to do!

The kitchen had everything from deep-freeze to dishwasher and in a drawer we found a box and, written on the lid, was "Candles for emergency use in power cut only. Not to be used for romantic atmosphere!"

On the wall was a large map with numbers corresponding to Leonard Rees' Pembrokeshire holiday planner, a highly detailed guide to the county which is sent when you book. It lists baby-sitting services, boat-trips and beaches, craft-shops and church services, garages and grocery deliveries, woollen mills and what to do in wet weather. There is even a chef-on-wheels service to take the "self" out of self-catering!

We spent the next few days getting to grips with the northern part of this most westerly peninsula in Wales. Over one third of Pembrokeshire is designated a National Park and the area includes the coastal belt, outlying islands and the Preseli Hills. There is a coast-path which stretches for 167 miles from the old fishing village of St Dogmaels in the north to Amroth in the south. However, Leonard Rees is adamant that "it would be unkind to send people to North Pembroke who think it is the same as South Pembroke which is far more developed from a tourist point of view with beach huts and promenades. The north is for the thinking man who wants utter peace and unspoilt countryside.

The Strumble Head peninsula near Fishguard in the north sticks out like a thumb from the coast and it was here in 1797 that the French landed but were immediately defeated. Further west we parked the car in Porthgain with its pretty artificial harbour, had a drink in the pub, climbed up past the now preserved disused shell of a stone crushing plant, and walked along the coast-path to Barry Island Farm Beach. There below was a huge expanse of yellow sand on which lie, exposed at low tide, great grey ridges of slate-like beached dinosaurs.

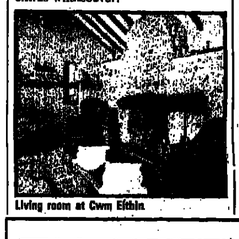
Further east still is another large beach at Whitesands Bay where we watched two boys canoeing through the surf.

On the southern coast of the St David's peninsula is the tiny town of St David's, overpowered by a cathedral fit for a city, and west is Solva (a few miles from Cerbid), voted as one of the six most beautiful villages in Britain by *The Times* with a long fjord-like harbour above which is a magnificent gorse-topped cliff walk.

On our last day we drove east into the Preseli Hills and, in a force 10 gale accompanied by hailstones, climbed to Foel Eryn from where we had a spectacular view of rolling moorland and the sea on both sides of the peninsula.

That evening we really made pigs of ourselves in the piggery, having booked Ann Fitzgerald's chef-on-wheels service, and dined on pancakes stuffed with fresh crabmeat, Welsh lamb and cherries flambéed in brandy (£10 a head).

After all, if you're going to self-cater, you may as well do it in style! For more information write to Leonard Rees, Cerbid Exclusive Holiday Cottages, Solva, Pembrokeshire. Tel: Croesgoch (03483) 240. Prices per week for a cottage for four (some sleep up to 12) from £143 for low season rising to £339 in high season. Prices include VAT, linen, heating, coal and logs, and pets are free. No extras whatsoever.



Living room at Cwm Eithin

Yangtze, anyone?

Aida Hunter takes a slow boat in China

The Yangtze River is not so deep as the Amazon nor so long as the Nile, but it will serve for one of the most fascinating river cruises of our time.

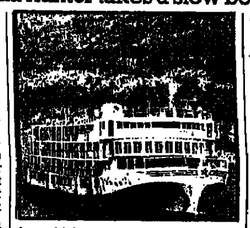
Rising in the Tangla Mountains of Tibet, the Yangtze winds it way almost 4,000 miles to the sea at Shanghai. Its silt-laden waters course between plains, hills, mountains, and three stunning gorges, the Qutang, the Qu, and the Xiling. These massive, almost perpendicular cliffs, with trees and bushes clinging by their teeth and toenails, point up that Chinese landscape art derives not entirely from the imagination, but from reality – interpreted, celebrated, and elaborated by the hand and eye of the artist.

Among the back-up attractions of the gorges are some curiously named peaks, tributary streams, and passes – "Lion Wearing a Silver Medal", "Martial Textbook and Sword Gorge", "Liver and Lungs Gorge", and "Tablet of Counsellor". Although they are not identifiable as such to the Western eye, knowing these quaint names enhances the pleasure of the views.

From the river several of the cities look like mysterious dark fortresses, as the lower floors of the buildings closest to the water are of solid stone, to withstand frequent flooding.

At a town just upriver from the last of the gorges our ship docked for a short time (no shore leave) for local passengers to disembark or board, cargo to be unloaded and new cargo taken on. What frantic scenes and sounds – pigs squealing, ducks honking, and people shouting. Two men argued fiercely, but each held his hands behind his back, and no blow was struck. Peace was achieved when money changed hands, whether legally or in bribery was not clear.

When our small group disembarked at Wanxian, an ancient grey stone city curving into the hills, we climbed a long wide flight of stone stairs to a square where we were met by a tourist



bus which was soon surrounded by local men, women, and children. They stared at us impassively but quickly responded to smiles and attempts at communication. Our most sincere gambit was expression of admiration for the infants and children – the treasures of their families, and, when more than one per family, the despair of the Government.

While almost all adults are drably dressed, the children are dazzling in bright, coloured cardigans, caps, and trousers. It's really true, as everyone says, the children are enchanting looking, and unbelievably well-behaved.

For thousands of years the Yangtze has been a major means of transporting goods and passengers. Because of rocks, reefs, rapids and a swift current it used to be extremely dangerous. Until the not-so-distant past (photographs exist of the practice) Chinese labourers, tied together, pulled boats and barges against the current. In cases of accident on the river those towing the boat could be, and often were, pulled into the water and drowned.

In the 1950s channels were widened and rocks blasted away to make the river safer. But it still requires caution and considerable piloting skill. We travelled one night with searchlights sweeping the shores and buoys, winding a careful course between closely spaced markers. Slightly scarey, but dramatic.

There are several ways to arrange for a Yangtze cruise. The easiest is as a member of a group tour in which the river trip is part of a more inclusive itinerary. Among the group tours some use passengers-only luxury ships and some use multipurpose ships with "basic" accommodation. The luxury cruises are usually five days long, with shore excursions every day. They are not available to independent travellers.

But there is another way. Ships used primarily for Chinese passengers and cargo ply the Yangtze constantly. "The East Is Red" has a fleet of 15 ships travelling daily between Shanghai and Chungqing, 1,400 miles inland. These take tour passengers as well as independent travellers.

Top accommodation (second class – there is no first class on these ships) consists of two-bed cabins which are small and Spartan but clean. Each has a basin but no private bath, and hot water for several hours a day. These top of the line cabins are usually filled by foreign tour companies, so it is unlikely that an independent traveller could book them. Third class, with four to six in a cabin is easier to arrange, and fourth class, with 10 to 24 bunks in a cabin usually presents no booking problem. Although the China International Travel Service definitely does not recommend fourth class for foreigners, a British woman in Chungqing reported a pleasant trip, with 10 people in a dormitory.

If you can get it, the cost for second class on "The East Is Red" steamers is about £40 to £47, plus £7 a day for three quite good meals: Western breakfast and Chinese lunch and dinner. Third class costs £20 to £25, plus £7 for meals per day, and fourth class is just £12 plus meals which are much cheaper in both cost and content. These prices are for passage between Chungqing and Wuhan. The cost

continued

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The freedom of the fells

Dudley Wilson explores the Ribble Valley

My favourite guidebook to the Ribble Valley, a 1924 paperback garnished with a pretty water colour of the River Ribble, was published by LMS Railway to stimulate sales of tickets on their Blackburn to Hellifield line.

The title page promises "bracing walks, mountain ascents, historical, romantic". I promise much the same but phrased, I hope, more grammatically.

The authors open with Lancashire's resorts whose fame spread "to the outermost parts of the British Empire". I doubt whether the current revival in seaside holidays claims such worldwide impact.

A contrasting point the guide makes is still, however, valid. Just inland up the Ribble Valley lies some of England's loveliest and least frequented scenery. The higher reaches in Yorkshire are known as Ribblesdale. Here, amid pot holes, waterfalls and fells, becks join up to form the infant Ribble which then flows past its mountain guardians of Penygant and Ingleborough.

Man's impact here is concentrated in Ribbleshead viaduct striding 100 feet across Batty Moss, a triumph to build, a sight to behold and a struggle to retain.

My principle concern is with the Lancashire Ribble and its tributaries, especially the Hodder, when it flows wider through meadows, often overhung by trees, crossed by noble bridges. This region, astonishingly sparsely populated, is only 20 miles or so from the hurtling traffic on M6.

Clitheroe is the main town and no monster at that. Long accustomed to being itself, Clitheroe has recently stirred to welcome those discerning visitors who stray from A59 as it has always welcomed villagers and farmers from the valleys around. I recommend the Tourist Office which I found functioning late Saturday afternoon out of season. It stocks useful material about restaurants, pubs, events, walks and camp sites which is only locally available and applicable. Clitheroe welcomes motorists too with a finely-tuned parking system leading to decent shopping. The town's confident yet unassuming air partly stems from its castle keep perched on a limestone crag. Over the hills to the south lurks central Lancashire's industry extending in a well-nigh unbroken chain to Manchester. Yet the Ribble Valley could for the most part be deep in the English shires so distant and irrelevant appear this century and the last. Northwards rise the Bowland fells.

We stayed near Slaidburn, at Pat Holt's Parrock Head Farm and Country House Hotel. I doubt England offers a remoter, more idyllic home-from-home, with such magnificent views over sheep nibbled pastures to heather-clad fells, allied to first-class comforts. Bedrooms boast most luxuries, the cooking is superb and prices reasonable. What a relief to be able to praise unstintingly.

This hilly region has not one but two such establishments for nearby, with similar exacting standards, is Harrop Fold Farm. In an area short of accommodation it is heartening to see traditional farmsteads, whitewashed and low timbered, functioning still as farms yet sensitively converted into hotels – tourist development at its best.

Time, as the cliché puts it, has passed Slaidburn by. Sensible estate control over centuries means that little disturbs the harmony of this stone-built gem where egg-shaped cobbles edge the streets. Its pub, "Hark to Bounty" provides admirable food, drink and rooms.

I started my holiday buying the crucial Ordnance Survey map (sheet 103) at the village central stores opposite YHA, inn and post office. I browsed round the Jam Pot craft shop where home-made preserves stocked the shelves. I chatted with local potter Melvyn Swindells and his wife Irene whose miniscule workshop makes a pleasing visit.

Slaidburn with its two bridges and twin rivers, many fine old houses and lovely church where a sign directed us from the main entrance because martins were nesting in the porch, remains an obviously thriving corner of old England. Such a village in the Cotswolds would be crammed with coaches but, off the beaten track up the Hodder, Slaidburn, though increasingly popular, remains untainted by crowds.

But if Slaidburn is the best of Ribble villages competition is stiff for I recall a dozen exquisite stone-built settlements each with inn, post office and gardens bursting with colour. These villages are linked by lanes winding and dipping with glorious views of the Hodder below and harmoniously grouped hills beyond. The hedgerow banks in late spring, sported daffodils which flourish late here, primrose clusters and even bluebells.

As we motored we cleared from our track silly pheasants in technicolour plumage urged on by a suicidal love for our car. In Newton, Dunsop Bridge and Whitewell, this last a fishing hotel, church and little else nestling deep in a thickly-wooded gorge, it is difficult to believe industrialism ever invaded Lancashire.

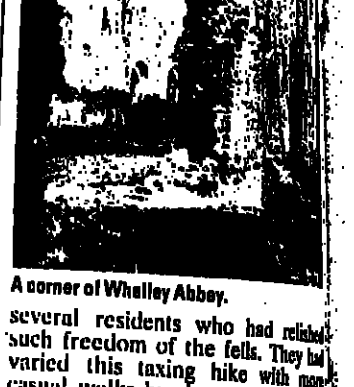
The grand car excursion takes you from Dunsop Bridge over to the Lune Valley through Trough of Bowland, many miles without inn, shop or habitation. As we ascended, our progress was halted by flocks of sheep ambling over the narrow road. We descended along the River Wyre with enticing picnic spots on cropped turf or beneath the trees.

The return leg is by the even lonelier fell road from Bentham. Here larks soar and twitter, lambs bleat but the sight and sound of human beings is seldom encountered.

Watch for the Great Stone of Fourstones with steps cut into its sides for easy clambering. This huge boulder alone on the moor was rolled here by a massive force for it is no outcrop.

The challenging hike is to cross these fells by cart track, from Ribble to Lune as it were, which strides out between the two narrow motor roads I have mentioned. The Salter Fell route stretches 11 miles from Slaidburn to High Salter. Cyclists could just manage the traverse by clutching their machines.

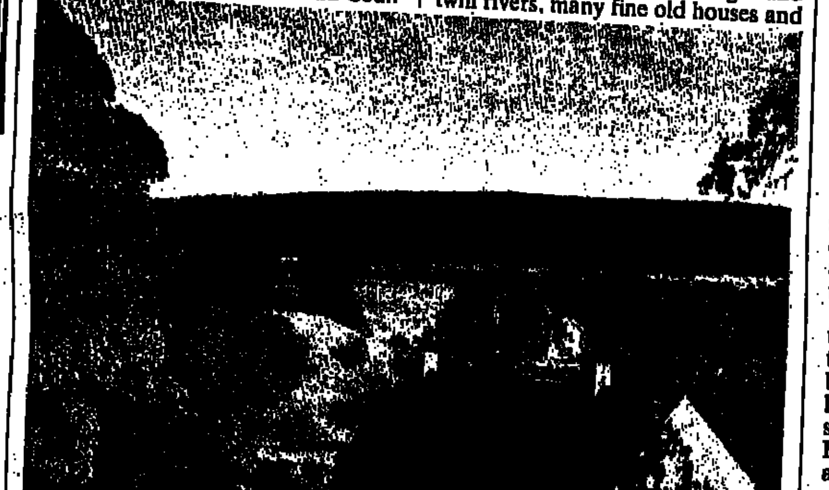
Walkers enjoying such glorious solitude need some arrangement with fellow car owners to pass half way and exchange keys. Parrock Farm is ideally placed for this ramble and I met several residents who had relished such freedom of the fells. They had varied this taxing hike with more casual walks by river and stream or with bird watching on Stocks Reservoir where the bittern had boomed.



A corner of Whalley Abbey.

Dominating the Ribble Valley itself stands Pendle Hill. What a name to conjure with, and conjure is the word considering its associations with witchcraft. Witches are now romantic curiosities and the Newchurch shop Witches Galore stocks, besides an invaluable footpath map to the massive moor, everything macabre including Harrison Ainsworth's classic and largely unread *Lancashire Witches*. I find Pendle, it is seven miles long and steep, dullish walking but the villages at its feet, Downham especially, delightful.

History lovers head for the ruins of Whalley Abbey or to Stonyhurst College on its open days or, ideal for rainy days, Browsholme (pronounced Brosom) originally an early sixteenth-century manor house. Browsholme is ancestral home of the Parkers, who looked after the park, and who still live there. It will perhaps be familiar to children as the location of the country house episode of Granada TV's *History Around You* for schools. The North West Tourist Board, Last Drop Village, Bromley Cross, Lancashire produce a useful map to illustrate their *Red Rose Country Car Trails*. A leaflet is also available *Farm & Country Holidays* detailing 17 farmhouses in the district which offer bed and breakfast at least. Both Parrock Head and Harrop Fold figure in this, as does Mrs Baines of ancient Hammerton Hall Farm also near Slaidburn. My own guidebook advertised "lantern lectures on the charming Ribble Valley loaned free to bona-fide lecturers". These I would dearly enjoy seeing.



Little Bowland, near Chipping, Lancashire

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Yangtze anyone?

continued

between Chungqing and Yichang are not available, although that may be preferred if going upriver as the area between Wuhan and Yichang is not particularly scenic, and it does take an additional two days. The upstream trip starts from Wuhan at 8 am and arrives in Chungqing at about 1 pm on the fifth day.

The trip is only two and a half days from Yichang, but the problem with embarking there is that one must board at 3 am. Bad enough for people on a tour, but I wouldn't want to try it alone if I didn't speak Chinese, and maybe not even then. Downstream starts from Chungqing at 8 am.

For tours of China which include a Yangtze segment see W. F. and R. K. Swan Ltd, on Tottenham Court Road; Bales Tours Ltd, Dorking, Surrey; or the Society for Anglo-Chinese Understanding, Tours Department (g), 152 Camden High St, London NW1. Other companies may also be offering tours now.

More information about independent travel in China may be available from the China Tourist Office, 4 Glentworth Street, London NW1. Note the "may be". Independent travellers often report contradictory information at various agencies. The most reliable sources seem to be right at the site of the proposed action. For example, visas are most easily and quickly obtained in Hongkong, at the China International Travel Service, 6/F, Tower 11, South Seas Centre, 75 Mody Road, Tsim Sha Tsui, Kowloon, Hongkong (whew! a terribly long address, but necessary).

Tickets for river trips are available in Chungqing or Wuhan at the CITS offices or at the docks; train tickets are best purchased in the city one is in, at the station or the CITS office.

A new book, *China Off the Beaten Track*, by Brian Schwartz, St Martin's Press, New York 1983, is very helpful, especially for on-their-own travellers who want to do it on the cheap. Those for whom money is no object can arrange luxury independent travel in China by writing to the head office of the China International Travel Service, 6 East Chang'an Ave, Beijing, People's Republic of China.



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Body language

Philp Hÿtch reviews a health education project with an impressive history

My Body: A Health Education Council Project
Classroom Pack (96 double sided cards) £13.50
Games Pack (30 cards) £5.00
Teacher's Notes 168 pp. £5.50
Omnibus Pack (2 × Classroom Pack; Games Pack; Teacher's Notes) £38.00
The Health Education Council.
Heinemann Educational Books Ltd.

When an institution like the Health Education Council combines with a forward looking l.e.a. (Sheffield) and an experienced educational publisher (Heinemann) to produce a classroom project, one approaches the outcome with considerable anticipation. I can only say that my expectations were exceeded after studying the project in detail. *My Body* comprises a classroom package which is itself the culmination of work originally emanating from California in the mid-1970s, and subsequently adopted, developed to suit English conditions, tested and modified with the cooperation of numerous teachers, advisers and inspectors in the period up to publication.

From a source like the Health Education Council one expects a sense of purpose and commitment, and both qualities shine through this project with beacon-like intensity. The material has clearly been produced because it is thought to be important. The project team has, however, done much more than merely provide resource material, albeit of a worthwhile kind, for classroom use. The composition of its development team has ensured that aims and methodology as well as content are carefully thought out and clearly articulated. The process of learning, as well as the product, is emphasized throughout, so that the contribution of practising teachers during the field trials can be readily detected.

After an introduction like this, does anything further need to be said before advising headteachers to rush out and buy the project pack whilst stocks last? Emphatically, yes. I think it crucial that the commitment of the development team to which I have referred is shared by schools taking up the project.

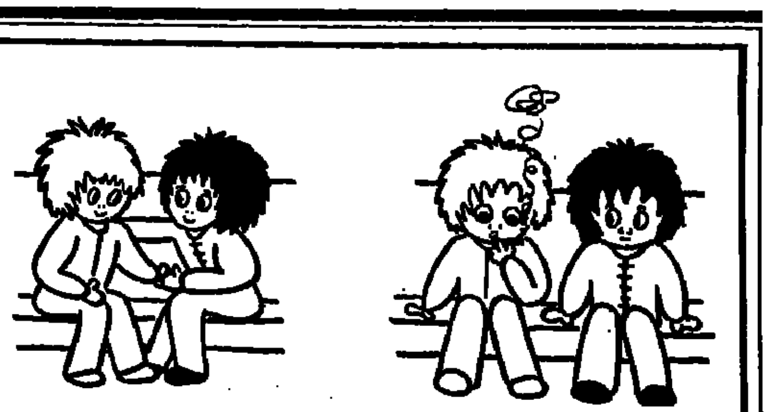
It is true that the classroom package provides much in the way of workcards, information cards, and a variety of games, so that it would be possible to do little more than spray these round the class and allow the children to get on with it. And they probably would, being by and large gainfully occupied as a result. But such an approach would be a tragic waste and a serious under-use of this very valuable material, which merits much more care in preparation if it is to achieve anything like its potential. The Teacher's Notes may be ordered for inspection and I would strongly recommend that this is done.

The project is intended to be part of a comprehensive health education policy, an aim that will only be achieved where a school is willing to invest more than the modest cost of the project pack into the enterprise.

The power-house of *My Body* resides in the Teacher's Notes, which, as I have suggested, should be essential reading for every teacher using the project, both before and throughout the classroom work. Superbly produced and eminently readable, it makes no extravagant claims yet radiates conviction, confidence and enthusiasm. The Unit Guides, which take the teacher through the material and suggest how it might be used, are a model of what these should be. The notes also provide sound and accessible background information for those teachers whose biological knowledge is a bit sketchy, and include very helpful sections on resources of all kinds.

The workcards themselves are thoughtfully arranged and sequenced to provide maximum flexibility in use, and are substantially made. All the illustrations are in black and white, which might seem a disadvantage these days, and they are rather too whimsical for my taste and possibly a bit young in style for the intended age range (10 to 12 years). They do, however, complement the text nicely.

The combination of information, illustration and question varies considerably and should serve to avert any feeling among children that they have been here before. On many of the cards the pupils, assumed to be working in groups, are exhorted to make up their minds about how best to proceed in presenting the information gained to other children, and, although this may confront some with difficulties, the project is meant to be challenging, and this approach is entirely consonant with the project's declared philosophy, that of developing and encouraging children to be autonomous, independent learners, able to make informed choices about their own health.



The section on smoking is treated with the seriousness it deserves, and the Smoking Fact File seems an excellent device.

The title of the project may suggest a more comprehensive treatment than is in fact the case. The project team are well aware of this and there is a half promise, which I hope is fulfilled, that further aspects of this topic may be produced in the future.

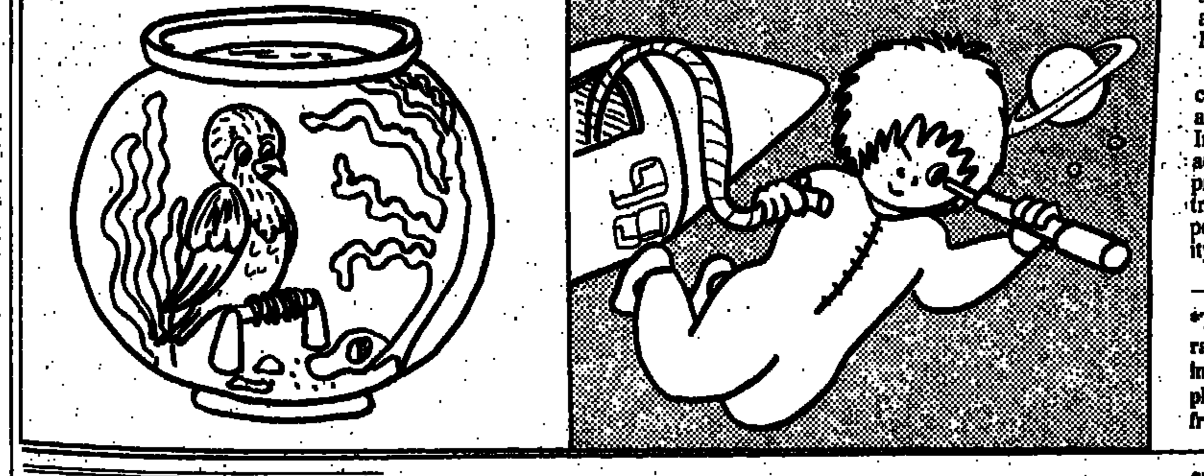
As it is, the main items dealt with are centred on the body's need for oxygen, with attention extended to associated aspects such as the Body System, Staying Healthy/Getting Ill, and Pollution solution.

I did wonder why it was thought necessary to play to the gallery by producing the "Games Pack". The games seem rather trivial and tame in comparison with what is available for most children nowadays. However, this is a mild criticism in the context of the whole pack, and in any case the field trials may have shown me to be wrong.

The fact that the BBC are to broadcast an associated series of health education programmes* starting in September is additional proof, if such were necessary, of the worthwhile quality of the project. John Gaskin and his team, as well as all others involved in the production of *My Body*, are to be congratulated, as is the Health Education Council and the City of Sheffield Education Department.

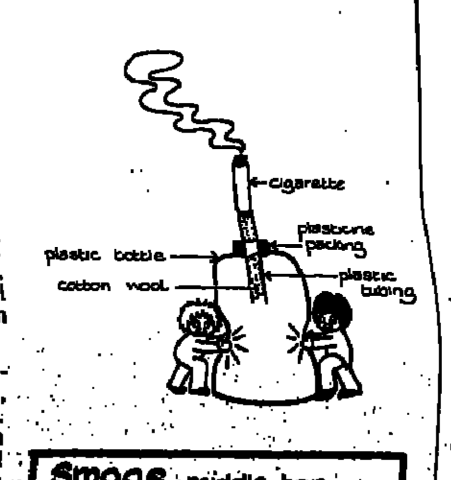
The project could make a significant contribution to health education, a sadly neglected area in our schools. In addition, the underlying approach adopted by the project team will provide support to teachers who are trying to develop their pupils' independence as learners and responsibility as human beings.

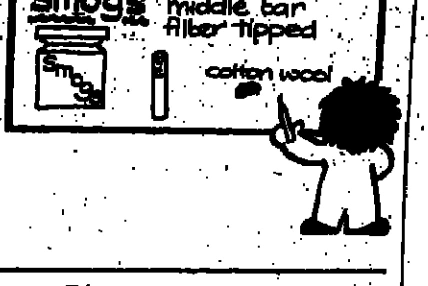
***The BBC radio series of five programmes begins on September 25. It includes two radiovision programmes plus notes which are available now from the BBC.**



I didn't know she smoked! Does it make any difference? – from a card on pollution. Below left: from a card on "The need for oxygen" and below right: from "Staying healthy/getting ill" and again from a card on smoking, entitled "Make a smoking machine".







Health routines

Joan Freeman reviews filmstrips and books on health science

BBC RADIOVISION
Keeping You Healthy, ISBN 7056 24986
Microbes and How they Grow, ISBN 7056 2500 1
Longman; £6.50

The BBC, in conjunction with Longmans, has produced two excellent and inexpensive teaching resources in health science, concerned with micro-organisms. They are intended to assist teaching, either completely or in part, with pupils aiming for O-level and CSE Biology, GCE and CSE Human Biology, Social Biology and Nuffield Secondary Science.

Each one is composed of a 35 mm coloured filmstrip and a booklet which are designed to be used accompanied by the sound of the appropriate recorded BBC programmes. If your tape recorder breaks down at the crucial moment and you can't manage to record, or you've lost or accidentally destroyed your efforts, they can be purchased prerecorded.

The booklets are straightfoward, providing the scripts of the radio soundtracks and the cues for frame changing. They also offer a useful and compact revision summary.

As with other teaching aids, these Radiovision combinations bring some of the stimulation of the outside world into school. This is especially valuable in the presentation of microbiological practice, either in natural or laboratory conditions. Though not quite in the same category as a day trip to Porton Down, they have a feeling of reality and immediacy which is effective in getting their messages across.

Keeping You Healthy is rather a dull title for the dramatic set of pictures and ideas which it presents. The pictures start with a child knocked down by a car and they and the text go on to describe how the medical services cope with the situation. The pupils are invited to realize what would have happened to the child in years gone by. The pace of the lessons is swift and we soon move on, logically, to anaesthetics, the spread of infection, Pasteur, Lister, sewage and epidemics. This last is illustrated by the medical detective hunt of the 1964 typhoid epidemic in Aberdeen. It is hard to imagine that pupils of average ability would not learn something from exposure to the lesson.

Microbes and How They Grow covers some basic classification of the micro-organisms. This covers the terms virus, bacterium, fungus and spore; some techniques of identifying bacteria and their spread and more.

The exposition again begins dramatically – with a great shower of a sneeze – to capture the attention of the class. Then on to more microbes, in the air, on the skin, small pox, and viruses making stripes in tulips. But then it focuses in on laboratory work, which is likely to lose a few of the less committed members of the audience.

The radio programme "Semmelweis" should be listened to as it follows on from the two radiovision programmes. It is a reconstruction of the events which led to the control of puerperal fever in the Vienna Maternity Hospital in the 1840s. As an example of the application of scientific method to an existing situation, it is well told.

The difference in mortality of mothers between two divisions of the hospital was striking, but treated casually until Semmelweis, a pure empiricist, noticed and tried to pin down the reason. He has nothing at all to go on. It might have been the sound of the priest's bell, for example, as he came to toll it for newly dead women. But when that variable was eliminated, they still died. Maybe it was the position in which the women gave birth; instead of having them lying on their backs, he turned them on their sides, but still they died as before. Was it perhaps an invisible agent?

When Semmelweiss cleaned up his wards the dying diminished, and he thought that the results would speak for themselves. The text says he was a poor communicator. But the Viennese doctors of the day did not like change – perhaps it interfered with their way of life – and resisted it to the extent of driving him out. So women kept on dying and despair drove poor Semmelweis to madness. A word or two on social biology would have followed on appropriately from here, though the historical context of both presentations is admirably done, within the confines of time and space.

References for the work considered are plentiful and helpful, which is not always so in many visual presentations. The programmes can stand on their own, but the publishers suggest that a more effective way of using them is in sections – as a resource.

Computers and reading

Computers Applications in Reading by George E Mason, Jay S Blanchard and Danny B Daniel and published by the International Reading Association, has been revised. The new edition updates the material covered in the first edition and introduces a major section on computer software.

The book is available at a prepared cost of $5.50 for IRA members and $8.00 for others, from International Reading Association, 800 Barksdale Road, P O Box 8139, Newark, Delaware 19714, USA.

Aids catalogue

Living and Learning is the title of a catalogue of developmental material for primary, remedial and special education, which is available from a company of the same name at Duke Street, Wisbech, Cambridgeshire, PE13 2AE. Contents include materials to aid language development, sequencing, visual perception, eye/hand coordination, handwriting, creative writing, primary maths and primary science.

Quarry Bank people

James Bromwich on a program which uses data from the 1851 census

Quarry Bank 1851.
Software package.
T C Lewis and G S Nunn.
For RML 380Z, on disc
Heinemann Computers in Education, 22 Bedford Square, London WC1B 3BR.
Price £35 + VAT.

Early attempts to use computer techniques in learning history adopted a traditional approach. The advantages of machines over teachers were stressed in terms of clearly-defined objectives and the ability to work through a programme of knowledge at the pupil's own pace. But fundamentally it used computer logic in a mechanical question/answer way and inevitably learners were seen as machine-like themselves.

Current uses of computers offer a different perspective. They act as information stores from which data may be retrieved. They enlarge the resources of evidence available to the school learner, and can do this in a dramatic fashion. Previously only the academic historian was likely to be able to formulate questions to ask from considerable amounts of material. It is now possible for children from junior age upwards to pursue the same activity.

Quarry Bank 1851 files the data from the 1851 census covering this industrial village in the Black Country. The census, by enumerating the social and economic relationships of people, makes possible the discovery of a wide variety of patterns both in the present and in the past. This census information lists everyone living in Quarry Bank and Mount Pleasant in 1851. We can find such details as exactly where they lived, the size of families, whether they had migrated to Quarry Bank or what sort of work they did.

Yet the program gives us access to only one village community. It is so striking a contrast, this ability to reach so near to so many individuals of a past era, yet know nothing about so many more, that few children will fail to ask, this is what is true here, is it true elsewhere?

It means of course that simply using the discs supplied here is not enough. The handbook shows that the authors have faced the question. They advocate two approaches.

The first involves preparing a program of comparative material for your own area. They point out that there is a National Data Exchange Centre and it is possible there may already be some material available covering nearby if not local areas. They also provide a detailed description of how to go about preparing your own discs. This would undoubtedly be time-consuming but once done the disks would ensure immediate entry into the past of the school's neighbourhood to study continuity and change.

The second, and complementary approach, involves the use of other evidence. Included in the pack prepared by the authors is a "case study" of various written and pictorial material, ranging from a land utilization map to a trade directory and school log book, all reproduced on 13 pages of A4 paper. It is really a list of the variety of sources, rather than a fully viable classroom collection, particularly as the land utilization map has not reproduced well. A child could use the "study" and find people or places related to the census itself, but it is one copy only and has a very abbreviated, introductory feel to it. The case study is perhaps really a model for what teachers could consider in selecting their own sources in consultation with the local history library.

Using the program presents difficulties in two ways: the teacher's own sense of inadequacy faced by this type of resource and concern about its application with children.

The handbook is clear and helpful in both respects, but cannot resolve everything. For teachers already familiar with computers, especially if this includes the RML 380Z for which this program has been prepared, running *Quarry Bank 1851* will be straightforward. There are three discs: a program disc that gives a framework for the material; a registers disc that enables the child to initiate the type of investigation of the census that he/she wishes to carry out; and a records disc that contains the actual census files.

Minor irritants will be apparent, such as the handbook's failure to point out that the discs are not self-loading, or that there is a lack of keyboard consistency – the "return" key is normally used to move the material forward, but sometimes it is necessary to use "space" instead. When using the statistics option in searching the records, the title of the chosen statistics table is not shown on the screen. Even though the handbook advises using the printer for statistics, because of possible distortion when displayed, it would clearly help pupil and teacher to know what had been attempted.

Undoubtedly, even for the computer illiterate, most of the quirks and initial difficulties associated with the program, the 380Z and printing from it, could be overcome in a day's familiarization. The handbook helps considerably by reducing computer jargon to the minimum.

I have no doubts over using the material with a wide age range; the information is open to questioning at the simplest or most sophisticated sort.

The handbook is helpful on both primary and secondary uses, though it is strange that it is only in the secondary section that one of the major limitations is mentioned, a single display screen ensures that only a very small group can use the resource at any one time. However, material presented in this way may therefore, form only part of a study to ensure that worthwhile activity is being done by all children in a class.

Lastly, how childproof is the program? There is, for example, the total inability of the review program to deal with questions involving the ages of the inhabitants of Quarry Bank. Possibly the "age file" has been corrupted in use, although it is more likely, and certainly more reassuring, that this was simply a chance manufacturing fault. Otherwise it seemed very difficult to enter more than minor user errors which could be easily sorted out.

Children want quick answers so that they can move on to the next question. In this ability of the program to respond within seconds that will excite and stimulate their interest. A project examining the "workshop of the world" in the mid-Victorian period could be deepened and a respect for evidence enhanced. The clichés of textbook-cut child labour, women and work, factory and domestic production can be tested and challenged.

Because it would stimulate a sense of control over material, not yet imply the need to look elsewhere as well, the initiative undertaken by Dudley Authority in supporting Lewis and Nunn in producing this package, can only be welcomed.

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CORONA SOFTWARE, 72 High Road, East Molesey, Surrey KT8 9DP

Through Disraeli's eyes

Gorman Stafford and John Tuey on two decision-making history games

Disraeli and the Eastern Question 1875–78.
Campaign.
Each pack: £13.60 + VAT.
Longman Micro Software, Longman Group Resources Unit, 33–35 Tanner Row, York YO1 1JP.



Two new decision-making history games are included in the current Longman software catalogue. Working individually or in groups, students are placed at the centre of events and required to respond.

The *Disraeli* program pinpoints 10 decision situations for British diplomacy between the outbreak of revolts in Bosnia and Herzegovinn in the summer of 1875 and the attempts to revise the Treaty of San Stefano in the spring of 1878. Wisely the action stops before the Congress of Berlin. Enough is enough.

Four alternative courses of action are provided for each of the 10 situations. Most are plausible although it is doubtful if the "elimination of Gladstone" was ever a realistic option. Students are invited to see events through Disraeli's eyes and to select the course of action which they believe he would have followed. History is not being rewritten, merely replayed.

The defence of British interests depended upon a sensitive response to events which had their origin elsewhere. This becomes acutely clear as each situation emerges: the spread of revolt to Bulgaria, Serbia and Montenegro; rumours of civilian massacres in Bulgaria; confirmation and propagation by Gladstone of the extent of the massacres; the Budapest Convention; the Turkish defence of Plevna; the Treaty of San Stefano. Events familiar to every O-level student of the period, each event posing a new dilemma for British diplomacy.

The scoring is complex, arguably the best justification for the use of the computer. Disraeli's decision is correct. Second-best is the course of action which, although not followed by Disraeli, is compatible with his thinking. Third-best, scoring even less, is an incorrect decision which is also incompatible with Disraeli's thinking. The computer takes into account the present and immediately previous decision. Therefore a correct decision may not gain the full allocation of 10 marks if the last decision was for a wildly inconsistent course of action. A cohesive policy, even if not technically "correct" scores more highly than a series of decisions which oscillate markedly in terms of methods and aims. It is possible to do very badly indeed.

Students need to be well informed of the issues at stake before they begin: the nature of Turkish rule; Britain's traditional support for Turkey; the 1856 Treaty of Paris; the direction of Russian and Austrian ambitions in the Balkans; Disraeli's own political instincts and diplomatic style. Each of these areas requires detailed knowledge if the exercise is to be more than guesswork.

Campaign is a simulation based upon Edward III's Normandy campaign in 1346. Nine decision points are chosen between the English arrival at St Vaast and the French defeat at Crécy. Alternative courses of action are posed and the computer is programmed to respond differently to each one. A decision to attack Rouen outright is a "bold move but not very sensible". A decision to accept Philip's offer of single combat but not to go through with it in an attempt to buy time is a "cunning move". And so on. Correct decisions improve the flow of the action. Incorrect decisions require explanation before students proceed as though their most recent decision had been the same as Edward's.

This time the player is in the driving seat and is required to make the action happen. Decisions are for the most part tactical and the information required to make a sensible response is much more limited. The scoring is straightforward. Marks are an indication of generalship, the highest being awarded for the historically correct response.

In these programs students are made aware of the fact that decisions have to be made, that the right kind of information helps improve the quality of the decision and that in some cases the best possible decision may be to do little or nothing.

Both units have considerable novelty value. Enjoyment is guaranteed, certainly on a first encounter. Selectively used both units meet a range of needs. Both are capable of generating discussion at a new level of thoughtfulness. Both provide an incentive to mastering the background issues. As a revision exercise the Disraeli unit could hardly be improved upon. Familiarity with this type of activity will no doubt reduce the appeal. Neither provides a substitute for learning. Those who get immerse themselves most fully in the ethos of the period and for whom learning means hard work. In that sense something changes.

Full teacher's notes and student leaflets are enclosed in an attractive if expensive, laminated folder. Copyright is waived in the case of the students' leaflets for the purchasing institution for its own use. The disc contains a utility program, "Easistart", which enables users to produce a self-starting working copy from the master disc. No previous knowledge of computing or programming is required by either the teacher or student.

Sophie McCormick reviews two biology programs

Green fingers, screen tests

Seed Germination PP1
For Commodore PET and BBC B.
On disc and tape.
Tape: £16.50.

Available from Garland Computing, 35 Dean Hill, Plymouth PL9 9AF. Philip Harris Biological Ltd. Oldmixon, Weston-super-Mare, Avon BS24 9BJ.

This program simulates an experiment to investigate the environmental factors effecting seed germination. The light, temperature, water and oxygen levels can be varied within specified ranges and up to five different experiments set up at any one time.

The values chosen (only integers are accepted) appear in a table as the user responds to a sequence of questions. When the table is complete the user is rewarded, or not as may be, by animated drawings representing the growth of the seedlings under the conditions set in the various experiments. The seedings may not germinate or may grow up to one of 15 stages depending on the suitability of the conditions. Success is achieved when green (light conditions) or yellow (dark conditions) leaves develop. It is suggested that students plot their own graphs of stage of development reached against a varying factor.

The program allows students to plan a series of experiments to find out the optimum conditions for germination in the light and dark. It encourages a systematic scientific approach by suggesting only one factor at a time is varied, although the method of entering conditions for the various experiments does not reinforce this. All conditions for all experiments must be separately entered even if only one factor is varying. This can be laborious when experiments are repeated again and again.

The drawings of the seedlings provide a measure of the success rate. The display also summarizes conditions set (although not very clearly) and highlights those factors limiting germination, which provides valuable clues and positive feedback to plan further experiments.

The program is accompanied by a booklet which provides background biological information (probably of much greater use to the pupils than to the teacher for which it is written), a description of the program and concise instructions for use. The individual effects of the various factors on the results obtained is described through a series of graphs, although no mention is made of any interaction between these factors and how the final stage of development is actually worked out. No time scale, and hence rate of growth is discussed.

The program available for the Commodore PET and BBC Model B is easy to understand and use, although those less familair with microcomputers might find loading the cassette into a BBC Model B with disc-interface confusing because of the need to type additional lines, provided with the instructions, before the program can be loaded.

It would also have been useful to have some help provided for incorrect entries and for upper and lower case input to be accepted. The screen displays are reasonably clear although best use of the screen is not always made particularly when less than five experiments are being specified. It is unfortunate that under some circumstances the program is not absolutely robust.

It used in conjunction with other practical work, the package provides a useful exploratory introduction to demonstrate the factors effecting germination to younger pupils and practical exercise in planning investigations for older pupils.

The version of the program reviewed was tested on a BBC Model B with colour monitor.

Questions of inheritance

Mendelian Inheritance GB 1–3
For commodore PET and BBC 'B'.
Garland Computing, 35 Dean Hill, Plymouth PL9 9AF. Available in separate parts. Price £7.00 per part or £20.00 for parts 1–4. Also on disc.
or from Philip Harris Biological Ltd. Oldmixon, Weston-super-Mare, Avon BS24 9BJ. Three parts on one tape.

Here is yet another program on Mendelian genetics demonstrating monohybrid and dihybrid inheritance. So does it offer anything new?

The pack consist of three separate programs and is designed for use in introductory genetics course. The first demonstrates monohybrid inheritance using the hypothetical example of a gene, for stem length and the "BBC pea". The second demonstrates dihybrid inheritance in *Drosophila* using genes for head and tail colour. The third demonstrates incomplete dominance and body colour of the computer fly. No doubt the BBC pea and computer fly will now become new examples to quote in examination answers!



Each new program follows essentially the same pattern. A population size of 60 or 120 can be chosen and the parental genotypes are selected. The use of abbreviations D (dominant) and R (recessive) and the various letters for the different characteristics make for unnecessary confusion here. A sequence of displays are then produced under the control of the space bar. The chosen genotypes of the parents and the genotypes of their gametes, the expected genotypes of the next generation, a diagrammatic display of the observed phenotypes and a summary of the numbers and ratio of the different types. The results follow the laws of probability, the observed ratios being closer to expected ratios in the larger population. The experiment can be repeated any number of times using the same parents to demonstrate the chance factors operating.

The significant difference in these programs is in the display of all the offspring showing their various phenotypes. As a teaching display it allows pupils actually to identify and count the different phenotypes and confirm their finding with the final summary table. The success of this depends on the quality of the diagram and although the phenotypic difference is easy to pick out with stem length, the variations are increasingly difficult to distinguish with body and tail colour and in particular with grey and black body colour. Indeed, in some cases it is necessary to know the genetics before the phenotype can be recognized. It is a pity that colour was not used to emphasize features.

The sequence of displays might not be so appropriate for the intended age and ability level. A display of the phenotypes before the genotypes appear (hence explanation of what has happened) would be more useful. Also there is no opportunity to set up further experiments such as a back cross from the first results.

The programs available for the PET and BBC Model B are easy to use but each has to be loaded and run separately. It is somewhat less easy to load the programs on to a BBC Model B with disc-interface. The less-experienced user might also find difficulty when lower-case inputs for dominance and recessive "d" and "r" are not acceptable. Some guidance on this would be helpful.

The programs are accompanied by a comprehensive text providing the all-too-familiar background to Mendel's work and discoveries. However, the instructions for using the programs are very clear and the suggestions for statistical analysis are helpful.

The programs provide yet another set of examples for demonstrating inheritance. However, the simplicity of the examples chosen, the ease of the picture displays may make this a more valuable program for younger pupils.

NB. Part 4 called "Collaborative Genes" is available from both companies.

Fox on the run

The computer simulation program, the Suburban Fox, has acquired a formidable reputation in education computing circles, which is especially impressive considering it has not yet been published. The program, for 10-11 year olds, casts the child in the role of the fox (another option is for the child to assume the role of the farmer, in which case sympathies are totally reversed). The fox uses his senses to uncover a map of the city suburb and to evade farmer, dogs, cars and hunts. He must find food and water and eventually dig an earth and seek a mate. It was designed by David Jackson, a Birmingham teacher, while on secondment to Newman College.

One obstacle to publication has been the amount of memory consumed by the program. It could be made available on cassette immediately for the RML 480Z but could only be supplied on disc for the BBC micro. As few primary schools have disc drives at the moment publishers are understandably inclined to drag their heels.



Another major hurdle is the need to create extensive materials to accompany the program, which isn't designed to stand alone.

However, it now looks as if this publishing challenge may be met. Mr Jackson has been having discussions with a publisher who say that they are likely to announce a publication date. *In the meantime Newman College has agreed to act as agents. Their address is: c/o Roger Keeling, Newman College, Genner's Lane, Bartley Green, Birmingham.*

Carolyn O'Grady

Software MUSEings

The MUSE software library, which provides a means for teachers to distribute their own software for royalties or to get their hands on teacher-produced material, continues to grow. There are now 300 programs in the library which have been assessed and revised up to a standard acceptable to the organisation.

Programs sent in mainly by teachers are sent out to an assessor in the right subject areas, and if not accepted or turned down immediately are shuttled backwards and forwards between assessor and author until accepted.

Teachers wanting to buy software can get information from the MUSE Software Library catalogues or from the regional centres of the Microelectronics Education Programme, most of which now have copies of the entire library. At the centres they should be able to try out the software. Programs vary in price from £1–£25.

Other services offered by MUSE for a membership fee of £9.00 (standing order) and £10 (cash) include an information service which will supply facts and members' opinions on a wide range of hardware and software; an insurance scheme for computer equipment, and a journal, *Computers in Schools*.

Further information from: MUSE, FREEPOST, Bromsgrove, Worcs B61 7BR.

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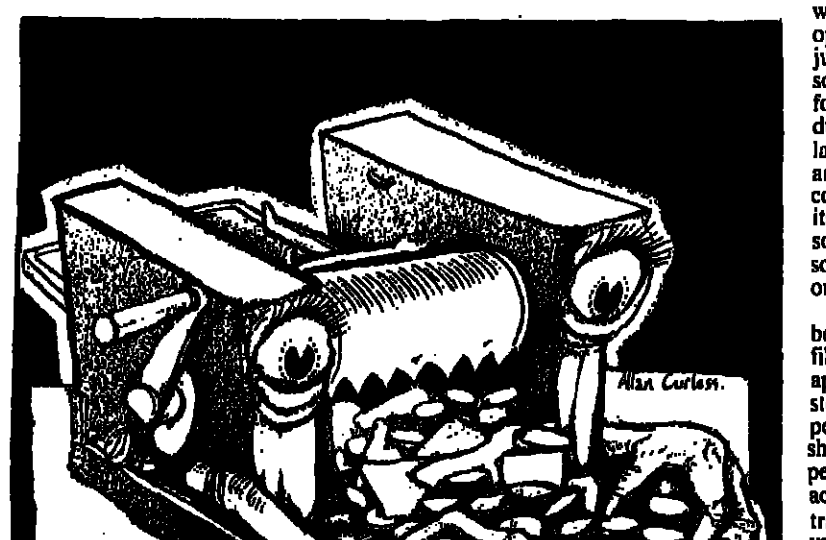
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EDUCATIONAL COMPUTING

RESOURCES

Paper eaters

Spirit duplicator masters, so beloved of publishers, can be expensive and difficult for teachers to use. Michael J Smith looks at the problems



Many published courses in modern languages now include collections of Spirit Duplicator Masters (SDMs). Whereas previously a French or German pack would include books, tapes, filmstrips and flashcards, it is now increasingly likely to also comprise SDMs. Whereas previously the teacher sweated away his evenings and weekends devising suitable workcards of his own, he can now provide them at the flick of a Banda handle.

From the publisher's point of view, this presumably obviates the necessity of including in the main textbooks all the exercises and drills devised by his authors, with the inevitable heavy price rise and the concomitant risk of pricing the course out of the market. From the school's point of view, the publication of worksheets in SDM form means that teachers are able to cut their coat according to the cloth: they can buy and use the SDMs if they wish, or opt out. This gives a distinct advantage over users of the traditional textbook, who must buy even those parts which they decide not to use.

In spite of the obvious advantages, however, teachers should consider carefully, before they decide, in a moment of excited satisfaction at the amount of their new capitation, to invest in SDMs. There can be two unseen drawbacks: the vast cost of paper involved in producing the duplicated worksheets, and the not inconsiderable logistical operation involved in their production and storage.

The French course used in my own sixth form entry school includes SDMs in the first three years. The books of SDMs themselves cost £15.50 (first year), £19.85 (second year) and £21.60 (third year). The hidden cost of paper, understandably not hinted at in the publisher's catalogue, surprised me when I recently took the trouble to work it out. Assuming a conservative estimate of 25 pupils in each of six classes in the first, second and third years (18 classes and 450 pupils in all), and given the numbers of individual SDMs (first year 52, second year 68, and third year 68), we arrive at an annual requirement of no fewer than 27,375 sheets of Banda paper, a little under 55 reams. At a current price of £1.50 per ream we have a total financial outlay of about £82 per annum.

This would be the sum required to equip the department for the first complete year of using this particular course. In practice, one would probably not use every single worksheet with every class, enjoying the advantage of flexibility mentioned above, and therefore restocking in the second year would be slightly less expensive. expensive.

The second problem is that of production and storage. Nothing can be more irritating, to both teachers and pupils, than to find at the last minute that there are no worksheets available. Clearly, planning must be better than that. For several teachers to have to run off worksheets several times a week in advance of lessons is not particularly efficient. We have found that a vast restocking exercise carried out at the end of the summer term, when public examinations are over is the best system, assuring us that worksheets will be available whenever required during the whole of the following year.

As a modern languages department we are fortunate in having a co-operative business studies department just down the corridor. They are also somewhat less busy in July. The two fourth year girls who are on weekly duty in the practice office can fit a large amount of Banda duplicating around their other routine tasks for a couple of weeks. Our department gets its duplicating done and theirs enjoys some extra practice, as well as having some seasonal slack taken up, all to our mutual advantage.

When the thousands of sheets have been run off, they are put in envelope files, each clearly marked with its appropriate reference numbers, and stored in a conveniently accessible position. The total number of worksheets in the file is also marked in pencil on the outside, and altered accordingly whenever a colleague extracts some for use. At the end of the year, it is possible to see at a glance how many copies need to be run off to bring each file's contents up to the total required.

So beware those SDMs, much loved by publishers. Very useful they can be (for group work and for increasing motivation after large doses of textbook, for example), but unless there is careful thought and planning about their production, storage and full cost, the result could be chaos, frustration and departmental bankruptcy!

Michael J Smith is Head of Modern Languages at Noadswood Comprehensive School, Dibden Purlieu, Hampshire.

Stories on tape

Tapeworm is a new mail order service specialising in children's cassettes. Most of the 150 titles in the catalogue are "straight" stories. They range from fairy tales for the young, such as *Pinocchio* and *The Snow Queen*, to classics for older children like R L Stevenson's *Treasure Island*; modern authors are featured including James Herriot and [illegible] O'Brien

The stories are read by a variety of voices, mostly well-known British actresses and actors, [illegible] Roald Dahl with a selection of his [illegible] stories and Bing Crosby reading *Tom Sawyer*.

The service is the idea of a [illegible] primary teacher, Flossi Chal[illegible] and her sister-in-law. Both [illegible] young children and were prompted to start it by the fact that few shops sell a comprehensive range of children's tapes.

They are selling the tapes at normal retail price plus postage; they have deliberately not included music [illegible] strictly educational material.

Catalogues free from Tapeworm, [illegible] Boileau Road, London W5 3AR. [illegible] 01-997 8291 or 01-876 3564.

American topics

A list of lecturers and teachers who are prepared to give talks on a wide range of topics concerning the USA has been published by the British Association for American Studies Education Sub-Committee. Called "The Speakers List", it is available from The Secretary, BAAS Department of Literature, University of Durham. The speakers give talks on an expenses only basis.

MEDIA

Cultural bias

Joan Freeman reviews films and video programmes on child development

VIDEO OR FILM
Child Language: Learning Without Teaching (20 mins)
Eve Clark, Dept of Linguistics, Stanford University
Children's Aggression: its Origin and Control (17 mins)
Seymour Feshbach, Dept. of Psychology, University of California (15 mins)
In the Beginning: the Process of Infant Development (15 mins) and **Nuturing** (film=15 mins) both by Bettye M. Caldwell, Dept. of Education, Little Rock
Child's Play and the Real World (18 mins)
Milly Almay, University of California
Teachers, Parents and Children (17 mins)
Robert D. Wald M.D. Californian Psychiatrist
Morality: the Process of Moral Development (28 mins)
Eliot Turiel and Susan De Merssman
Davidson Films Inc. Any format
Each video or film; £20 for five days.
Guild Sound and Vision, Guild House, Peterborough PE2 9PZ.

At first sight these roughly quarter of an hour videotapes seem rather like those of the Open University, but it soon becomes apparent that the latter are much better.

Although one of the narrator professors, Eve Clark, is English, the assumptions and presentations of contemporary Californian life as ideal will raise some hackles over here. One teaching scene showed a baby "discovering" the physical properties of substances in his high chair. He poured a beaker of milk on the floor, squeezed and smeared a whole banana over everything, threw his cereal around and more. We were advised to let him carry on, whenever he felt like, until he was satisfied and not to scold, or take the good food away. In all these hours of exposition, there is only one brief reference to any other culture.

The material on the tapes is necessarily simplified, child development, though there is much there which is always worth repeating. For example, it is stressed that children are not adults, and they function and perceive differently. We can find this out by listening to them. Many children are still learning the basics of language at age ten. Such information helps teachers and children to communicate more effectively.

Impressionist

Sometimes the poor quality of the tapes is quite beautiful, showing a girl's long red hair as in an impressionist painting. But it doesn't work as flatteringly for the non-whites, who sometimes merge into the background. There are occasional breaks in the films and changes from colour to black and white for a few seconds.

It took me a while to realise that some of the cassettes held two films; the black gap between them was so long that I thought the tape was finished and spent considerable time trying to find the listed titles. As there are no markings to go by, this makes replaying bits difficult too.

Direction is often old fashioned. On several occasions the viewer finds the professor of psychology writing on his leather topped desk in his booklined study. We wait, and when he's finished his sentence he looks up and addresses us. It reminded me of the doctor in the old Horlicks advertisment helping us to stave off "night starvation".

The psychiatrist is patronising, repeating slowly in several different ways that a child needs a feeling of safety – in the world; endorsement – I'm O.K.; and mutal respect – we're O.K. Neither of these men is ever seen with a child.

Several, inadequate sheets of notes came with the tapes, each with a short set of questions on the contents. It is not easy to catch the spoken information due to the often poor presentation. Pictures and voice-over do not always match, so that the viewer has to sort out two images. We see, for example, several minutes of children milling around on their first day at school while the intimacy of their home lives is described. The producers have obviously made their sexist decision to call all the children "he", which is confusing when describing a befrilled little girl on screen.

Little space is given to the learning of sex roles other than in the *Aggression* tape where an interesting theory is put forward to explain the apparently greater aggressiveness of boys. Because girl's language abilities develop earlier, they react to conflict in a more mature way with their heads. Boys react primitively and physically with their fists. And yet, the authors still insist that aggression is largely a learned behaviour, taught and modifiable by adults. It was refreshing to see that at least half the nursery school teachers featured are men, though.

At one point the psychologist instructs a teacher how to hit a blown up plastic clown. There is not a glimmer of humour in either of the mens' eyes as they batter it with fists and hammer, uttering cries that would make a samurai wince. A boy child is then brought in, shown the procedure, and then has a great time copying it. End of lesson.

Most of the theory behind the lessons on the tapes is based on Piaget's work. He is given credit from time to time, but otherwise the few brief references are to American academics. The approach is generally didactic, unlike the British teaching style which gives more credit to a student's intelligence, with contending, referenced ideas.

Morality is considerd in Kohlberg's stages, the following problem being posed to pupils aged from nine to twenty-four years old. If a man's wife was dying for lack of a certain drug, which the man could not afford to buy her, should he break into a pharmacist and steal it? Earnestly the psychologist explores the younger children's restriction to the rule of law developing into an understanding of wider concerns. However, at no point is there a glimmer of an idea that the withholding of readily available drugs from a dying woman because of her poverty is in any way questionable. The wider implications of social concern are not apparently part of the received morality of the Sunshine State. *Child's Play* is a very enjoyable tape to watch. The conclusion is given that play is a good thing and that adults do not need to interfere very much in order to help children to do it.

Verbal content

The verbal content of the tapes is not impressive. The teachers' case discussion, or the teacher talking about one of the "students" in his nursery class, even some of the experts' pronouncements could never have made it into print. Although there is no jargon, some scholarship is lost.

The value of the tapes is in the impression they give of both the sight and sounds of so many children, of all shades and in a wide variety of activities. For this reason alone, they would be very beneficial to anyone considering or begining to work with small children. Old timers would enjoy them too, but they have reconfirmed my opinion that there's a lot to be said for books.

Civil Service technology

VIDEO
Civil Service Careers in Technology
Central Film Library
colour; 35 minutes (two parts)
free loan
formats: VHS Betamax Sony [illegible] tic Philips V2000

In a bid to pop up recruitment of technologists the Civil Service Commission has produced a two-part audio-visual programme showing the type of work graduates can expect to be doing while still in their [illegible] ties if they decide to take the plunge into government service.

In part 1 we see them [illegible] with the complexities of warship design, the avionics of the Sea [illegible] aircraft, the manufacture [illegible] maintenance of weapons [illegible] ammunition, the problems of [illegible] ing construction and computer electronics. Part 2 shows surveyors [illegible] out their business.

The whole is made up of [illegible] of still shots with added commentary in the style of a tape/slide programme, so it has about it a [illegible] curiously at odds with the [illegible] noises – some of them dramatic [illegible] ing from the sound track. This [illegible] have mattered less if the pictures had been changed more swiftly [illegible] commentary had been more [illegible]

As it is the audience [illegible] to two monologues; they [illegible] job data all right but the [illegible] listening eventually outweighs [illegible] concentration span and towards the end much of the message [illegible] they had allowed the participants to tell their own tale, at least in part, it would have made much [illegible] listening.

Owen Surridge

END PAGE

Breaking sound barriers

Keith Kennedy reports on adventures with a tape recorder





Cloud 66 – travelling high above the world: the recorded thoughts of two passengers.

In the early sixties I invented the term Camera Adventure to describe an activity I offered to youngsters during out-of-school time.

The adventure part was to be dispatched by bus or train to an unknown destination carrying sealed orders which were only to be opened when in transit. Sometimes as many as 25 young people would take part, with ages ranging from 14 to 20, and such a number would be sub-divided by five, and each unit sent off to explore adjacent areas. Their orders would be part of the adventure in as much as they would be likely surprise the recipients. Thus:

Camera Adventure 3:
theme: Human Love

In this instance the youngsters were despatched to the London Dockland and called upon to look out for "manifestations", "tokens", and "symptoms" of love. Each group carried a camera and a tape recorder.

Many photographs were taken, and an archive exists today to prove they happened. They are cherished tokens of time past. But, it is only when listening to the tape recordings that I feel an urge to revive the practice and go adventuring again. Groups were always encouraged not to interview, but to engage in conversation with those they met. All were called upon to approach strangers and to make their own introductions and proceed from their own understanding of the brief. As there had been no preliminary discussion, there had to be often much improvization and a seeking of help from those you had stopped.

Erica: I hope you don't mind us asking but we've been going round this area finding out what people think about "love".
Woman: (laughing) What do you want to know about "love" for? Go out and find out for yourself.
Erica: We haven't found much of it about.
Woman: Well, we've been married 25 . . .
Kelvin: What do you think "love" is?
Woman: I don't know – just a feeling between people, that's all. (to husband) Oh, they're joking – they've got to be!
Man: They're not. They're taping it aren't they?

Making the conversation work was the only goal. BBC models were eschewed. No doubt such a free-wheeling approach led many into verbal labyrinths and cul-de-sacs, but these exchanges were usually unspoilt by intellectual posturing and there was little scope for being preoccupied with your own questions at the expense of the others' answers (a common media failing).

It can prove to be a daunting prospect to make an approach to a stranger and seek his or her confidence. But, when the responses had been positive, and they usually were, there was an exhilaration not to be matched. On a good day, after halting a string of passers-by, you could be left with the impression that each person has a *personal* statement to make about any issue, and that to ask can be the only real road to receive.

The adoption of the principle of "conversation" rather than "interview" reflects our concern with the quality of the "asking". Everyone was called upon to ask *and listen* – and base the next question upon what he or she had heard. But we did not go out to chat to people. Information was sought. Conversations held in the old fish market at Billingsgate were easily edited into an informative booklet of facts and figures.

The making of an anthology of poems is to be recommended. Asking "what is your favourite poem or song?" may well bring you a quotation and a slice of personal history.

After gathering a quantity of material in this way you will be able to produce a book of – or, a book about – poetry. Why buy the latest anthology which is likely to be simply an update of its predecessor, when a unique representation might be raised in a convivial way. The making of books by this method with the aid of a duplicating machine seems the kind of project to be recommended to any school.

In drama work the cassette tape recorder can be inserted into the performance. The following exchange recorded by a machine lying on a table in the acting area during an improvization by art students Adrian Chappell and Janet Low was incorporated eventually in its entirety into a show performed to fellow students. It was judged by the improvisers to have a quality unmatched by any efforts that had been made to write lines.

Alan has been told that he is changing into an earthworm. He rings Jay, his girlfriend, to tell her.

Jay: Oh, Alan, hello.
Alan: How are you?
Jay: (in a miserable voice) I'm OK. I've just been washing my hair . . .
Alan: Oh, well . . .
Jay: (weeping) . . . it always makes me depressed . . .
Alan: I've got something to be more depressed about . . .
Jay: . . . it's the shampoo I use . . .
Alan: Jay, Jay! Listen . . . LISTEN!
Jay: (mournfully) I have to use it. I've got dry hair . . .
Alan: Jay! I went to the specialist this afternoon to see what was wrong with me and he said I was becoming a worm. An earthworm! What do you think about that?



Find the poem: blind in pairs/listening and/following.

Jay: Well . . . (pause) . . . this shampoo I use . . . that I was telling you about . . . (crying) . . . it makes me feel so depressed.
Alan: Jay! I'm liable to become a 12-foot worm! Does that have no effect upon you? Listen, we're planning to get married in the summer . . .
Jay: (surprised) In the summer?
Alan: (indignantly) Ye - es!
Jay: Ohh! That's super! You've never pinned it down before.
Alan: What will happen on the wedding night if I'm a 12-foot worm in the hotel. How will I feel?
Jay: (haughtily) Oh, Alan, I wish you wouldn't get all Freudian and sensual over the phone like this.
Alan: Well, I think we've got to be serious about this. It will present quite a number of difficulties . . . I'm beginning to get used to the idea of being a worm, but . . .
Jay: I don't think you are a worm, Alan . . .
Alan: No, but . . .
Jay: . . . other people might say so . . .
Alan: No, but, I . . .
Jay: I've always stood by you and I always will stand by you.
Alan: No, no! You don't understand . . . not acting like a worm . . . I'm going to look like a worm . . . with wrinkles . . . and I shall be slimy . . .
Jay: You're not slimy, Alan.
Alan: (desperately) But, I will be! (sobs) I won't be able to wear a shirt anymore . . . it'll just slip off me . . . I won't be able to stay in bed, I'll slip out . . . horrible things are going to happen . . . Jay, what can we do?
Silence.
Alan: I don't want you to call it off!
Jay: (coldly) Are you trying to tell me something?
Alan: Well . . . in six month's time I'M GOING TO BECOME A 12-FOOT EARTHWORM . . .
Jay: Are you serious?
Alan: Yes, this is what I've tried to tell you. My specialist, Dr Wesolovsky has just told me . . .
Jay: (coldly) So, you're going to be a worm? And you've got the nerve to ring me up!
Alan: (wildly) But, Jay, I . . .
Jay: (furiously) Do you think I want to go out with a worm? Do you think I would marry a worm?
Alan: Jay, I had to tell you . . .
Jay: Forget it . . . understand?
Alan: Jay . . . please!
Jay: I'm not turning into a worm. I'm still a human being. Find yourself another worm!
Alan: (sobs) I can't . . . I don't know any!
Jay: Forget it! Goodbye! (slams down 'phone)

If the above might be taken to be simply the recording of bread-and-butter drama work, then the example which follows might demonstrate how the machine can become the fulcrum of an exercise.

Five cassette recorders were hidden in the hall of a centre, each running and constantly repeating a line of a poem:

She stood on the bridge at midnight
her lips were all a-quiver
she gave a cough,
her leg fell off,
and floated down the river

A class of second-formers from a local secondary school were blindfolded, taped together in pairs (see illustration) and asked to "find" the poem. This was a poem greatly liked by the organizer of the game. Later, the children recorded some of their favourites.

The possession of six tape recorders can mean the possible sub-division of a class of children into five or six units. Even within the confines of a classroom, the creation of many recording "studios" is a possibility. It will be necessary to be able to endure a noisy rehearsal time, and to be able to demand silence as each unit, in turn, recorded its piece.

These units might be set simple sound exercises. Afterwards, these can be related to movement. The group who set out to create a pattern of words to chant rhythmically, and found that their pen was leaking, later danced to the recorded syncopation of:

spits ink at you spits ink at you spits ink at you
SPITSINKATYOU SPITSINKATYOU SPITSINKATYOU
SPITZINKATCHOO SPITZINKATCHOO SPITZINKATCHOO

Sound montages can be created vocally and recorded. Simple titles such as Traffic Jam, The Haunted House, Earthquake, can provide easy starting points. Cue sheets will help, e.g. Shipwreck: first voice: waves; second: seagulls; third: creaking timbers; fourth: lookout's cry; all: thunder and lightning, and so on.

Simulation is another drama area in which the cassette tape recorder can be deployed effectively. Fantasy play might be recorded:

Question: You wake one morning and find that everyone is blind except yourself. What would you do?

- "I don't think I'd do anything specific. I'd wait and see what happened".
- "I think I'd start something like a farm where people could do something useful even though blind".
- "Being the only person who could see, I'd find out what people wanted to do".
- "It needs an awful lot of thought, because I'd be the odd man out, and I might even turn to plucking my own eyes out".
- "The first thing I'd do is protect myself. Probably, I would say to people that I am also blind – for the time being. I would be very prudent in case someone tried to destroy me, or make me blind also, because they would be frightened of the power I would have".
- "I would immediately try to involve a person in working through my eyes to do something".

This exercise presented each person with a hypothesis. They were asked to respond on a basis of "what I would do if". It can often be more rewarding to postulate that an act has been carried out, and ask each in turn to explain why he or she *has done* the deed.

It is the lack of weight, compactness, and switch-on-switch-off simplicity of the cassette tape recorder which means that simulation might be practised at any time in such institutions as schools and colleges. Operations with its heavier relative, video, can be more complex technically and more time-consuming.

It is also worth looking at the use of tape recorders by individuals. Questions abound. What *is* the cassette tape recorder to the *writer*? It obviously can save him much paper and ink at the initial stages of creation. If we are all writers, and we are, or have to try to be, could it be helpful to those of us who have difficulties in making marks on pieces of paper?

I knew one 16-year-old who had a unique, almost symbiotic, relationship with a cassette recorder. The tape ran and he performed. He was never too tired to talk to the machine; which is only another way of saying that he never tired of talking to himself. In my estimation he could "write" directly into the microphone.

"I was lost.
I was completely lost.
I didn't know where I was, what time it was, or what day it was.
I was all alone. Wandering down the Piccadilly line, sometime at night. I think it was the Piccadilly line, it looked like it, but then, all underground stations look the same to me.
But, I remember walking down there, all on my own, and suddenly, a train started coming towards me. I didn't know what to do!
So I laid down a bit, and I thought "it's bound to go away in a minute".
But, it didn't. It went straight over me.
When it had gone I got up, and suddenly, I wasn't down in the underground station any more.
And I wasn't lost anymore.
I was at home, sitting in a chair.
And it was half past three. And it was a Sunday!"

This was the first "take". Whatever comment might be made about its syntax, surely it has to be admitted to have style and strength as dramatic narrative. However, what should be stressed is that Keith did all his tape-recording out of school. In the classroom he earned good marks and praise from the teacher for his written work, but that form of improvization of which the above extract is an example was not looked for.

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Clewer Hill Road, Windsor, Berks. SL4 4DW
N.O.R. 141 plus 50 placed p.t.
Required January 1984, enthusiastic NURSERY TEACHER (Scale 1), for this Nursery Class for 50 part-time places. The successful applicant should have ability to lead a team of three, to keep correct records of children's progress and to contribute positively to curriculum development throughout the school.
Application forms and further information available from the Headmistress (SAE).
Closing date September 23rd, 1983.
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Rawthorpe Lane, Rawthorpe, Huddersfield
(REF. 273)
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Application forms (s.a.f.e. please) from the Director of Educational Services (Ref PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom forms must be returned within 14 days of this notice in the press. (18528) 100026

KIRKLEES
METROPOLITAN COUNCIL DIRECTORATE OF EDUCATIONAL SERVICES
(Ref: 281)
The Authority has a number of SCALE 1 vacancies, both full and part-time, for teachers with either nursery training or experience, in both established and new nursery units.
Application forms together with further particulars of the posts available (s.a.f.e. please) from the Director of Educational Services (Ref: PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned within 14 days of this notice. (18590)

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Application forms and details from the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL.

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Closing date for applications – 16th September, 1983.
Application forms for all posts sent on receipt of a stamped addressed foolscap envelope.

KIRKLEES
METROPOLITAN COUNCIL Directorate of Educational Services
DEWSBURY MOOR NURSERY SCHOOL
Knowles Hill Road, Dewsbury Moor, Dewsbury, West Yorkshire
(REF 271)
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Application forms (s.a.f.e. please) from the Director of Educational Services (Ref PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom forms must be returned within 14 days of this notice in the press. (18527) 100026

KIRKLEES
METROPOLITAN COUNCIL Directorate of Educational Services
MOUNT PLEASANT INFANTS SCHOOL
Victoria Road, Lockwood, Huddersfield HD1 3RT
(REF. 272)
Required from 1 January 184, teacher SCALE 2, to take charge of the 40 place unit attached to this school. Applicants must have nursery training and/or experience.
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KIRKLEES
METROPOLITAN COUNCIL Directorate of Educational Services
SKELMANTHORPE FIRST & NURSERY SCHOOL
Elm Street, Skelmanthorpe, Huddersfield
(REF. 274)
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Head Teacher: Miss S.A. Collacott
Number on roll: 229 + 60 place
Nursery (part-time)
NURSERY TEACHER Scale 1
Required January 1984.
London Allowance: £987.
Application forms (s.a.e. please) available from Director of Education, to whom completed forms should be returned by 13th September 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (17421) 100026

NEWHAM
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Number on roll: 60/60 part time
Scale 2
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Please contact Head Teacher. Tel: 553 2479.
LONDON ALLOWANCE £987.
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Education Offices, Broadway, Stratford, London E15 4BH. (17425) 100026

NORTH YORKSHIRE
COUNTY COUNCIL
EAST WHITBY COUNTY PRIMARY SCHOOL
Whitby, North Yorkshire YO22 4HU
Required a suitably qualified Nursery Teacher Scale 1.
Application forms available from the Area Education Officer, Huntriss Row, Scarborough YO11 2EQ (S.A.E. please). Completed forms to be returned to the Headteacher at the school. (13787) 100026

WALTHAM FOREST
AN EQUAL OPPOTUNITY EMPLOYER
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Head: Mrs S. Hutchinson
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SCALE 1 plus London and Social Priority Allowance.
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Scale 1 (Scale 2 for suitably qualified and experienced candidate) plus London and Social Priority Allowance.
Closing date 15th September
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Application forms for both posts (enclose s.a.e.) obtainable from the Headteacher. (18550) 100026

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The centre is open between the hours of 7 a.m. - 10 p.m. and applicants would be expected to work on a shift basis i.e. with one late shift every 8 weeks. We are based in the grounds of St. George's Hospital, Tooting, and cater for children from 0 - 5 years from both N.H.S. workers and the community.
These challenging posts require both flexibility and enthusiasm.
Salary AP2 £6,774 - £7,269 inc.
For application form please ring 672 4780 between 10 a.m. - 3 p.m.
CLOSING DATE 15th SEPTEMBER 1983. (18559) 100026

Cheshire

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Head Teacher

Group 6

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this well established Primary School. To take up duty on 1st January, 1984.

Application forms and further details available from the: District Education Officer, Priestley House, Sankey Street, Warrington, to be returned to the District Education Officer by closing date 19th September, 1983.

Primary School Education

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West Hill, Portishead, Bristol BS20 9LN
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Avon is an equal opportunities employer. (17403) 100010

BERKSHIRE
BUCKLEBURY C.E. (CONTROLLED) PRIMARY SCHOOL
Bucklebury Road, Bucklebury, Reading RG7 6PN
N.O.R. 66
Required for January 1984, HEADTEACHER (Group 3).
Application forms and further details from the Director of Education (BB/SB), Shire Hall, Shinfield Park, Reading, Berkshire RG2 9XE. Closing date September 21st, 1983.
Berkshire County Council is an equal opportunity employer. (13786) 110010

HEADSHIPS

Required for April 1984 or earlier if possible.

BIRCH C. OF E. (AIDED) PRIMARY SCHOOL (Group 3), School Hill, Birch, Colchester
Please send s.a.e. (foolscap) for application form and further details to the Area Education Officer, Park Road, Colchester.

ST MARGARETS C. OF E. (VOLUNTARY AIDED) PRIMARY SCHOOL (Group 5), London Road, Bowers Gifford, Basildon.
Applicants should be communicant members of the Church of England.
Please send s.a.e. (foolscap) for application form and further details to the Area Education Officer, The Bryn, Church Road, Basildon.

ST JOHN'S C. OF E. (CONTROLLED) PRIMARY SCHOOL, (Group 6), Little Baddow Road, Danbury.

BEEHIVE LANE COUNTY PRIMARY SCHOOL, (Group 5), Beehive Lane, Great Baddow, Chelmsford.
Closing date: 19th September, 1983.

JANET DUKE JUNIOR SCHOOL (Group 5), Markhams Chase, Laindon, Basildon.

STANFORD-LE-HOPE COUNTY INFANT SCHOOL (Group 4), Copland Road, Standford-le-Hope.

BULPHAN COUNTY PRIMARY SCHOOL (Group 2), Bulphan, Nr. Upminster.

DARLINGHURST COUNTY PRIMARY SCHOOL (Group 4), Pavilion Drive, Leigh-on-Sea.

EDWARD FRANCIS COUNTY INFANT SCHOOL (Group 3), Uplands Park Road, Rayleigh.

GRANGE COUNTY JUNIOR SCHOOL (Group 5), Elder Avenue, Wickford.

KING'S FORD COUNTY JUNIOR SCHOOL (Group 4), Gloucester Avenue, Shrub End, Colchester.

RICKLING C. OF E. PRIMARY SCHOOL (Group 2), Rickling, Saffron Walden.

WHITMORE COUNTY INFANT SCHOOL (Group 4), Whitmore Way, Basildon.

For the above eleven posts please send s.a.e. (foolscap) for application form and further details to the County Education Officer, PO Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.

Except where otherwise stated, the closing date for all posts is 23rd September, 1983.

Removal and disturbance allowance scheme in operation for all posts.

ESSEX County Council

Headship

Applications are invited from experienced and suitably qualified primary teachers for the headship of the following school:

Hayfield Primary School. Group 4.
Estimated NOR 1983/84 203.

Hayfield is an attractive village situated close to the Peak District of Derbyshire.

Closing date: 20 September, 1983.

Application forms and particulars for the above posts (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock.

Derbyshire County Council is an equal opportunity employer.

DERBYSHIRE County Council

PRIMARY HEADSHIPS continued

BERKSHIRE
THE PALMER C.E. (CONTROLLED) JUNIOR SCHOOL
Norreys Avenue, Wokingham, Berkshire RG11 1PG
N.O.R. 234
Required for January 1984, HEADTEACHER (Group 5). Previous applicants will be reconsidered.
Application forms and further details from the Director of Education, (BB/SB), Shire Hall, Shinfield Park, Reading, Berkshire RG2 9XE.
Closing date September 19th, 1983.
Berkshire County Council is an equal opportunity employer. (13785) 110010

BERKSHIRE
LOWBROOK PRIMARY SCHOOL
The Fairway, Cox Green, Maidenhead, Berks.
N.O.R. 304
Required for January 1984, HEADTEACHER (Group 5) for this Primary School.
Application forms and further details from the Director of Education (Ref: PDC) Shire Hall, Shinfield Park, Reading RG2 9XE. (SAE). Closing date September 23rd, 1983.
Berkshire County Council is an equal opportunity employer. (17597) 110010

BERKSHIRE
ST. EDWARDS R.C. (AIDED) FIRST SCHOOL
Parsonage Lane, Windsor, Berks. SL4 5EN
N.O.R. 130 (5 - 9 years)
Required for January 1984, an experienced HEADTEACHER for this Group 3 First School.
Applicants should be practising Roman Catholics.
Application forms and further information available from the Director of Education, Staffing Section (PDC), Shire Hall, Shinfield Park, Reading RG2 9XE, and should be returned to: The Rev. G. Hetherington, 44 Alma Road, Windsor, Berks. Closing date 23rd, September, 1983.
Berkshire County Council is an equal opportunity employer. (17598) 110010

BUCKINGHAMSHIRE
MILTON KEYNES AREA
WOOD END COUNTY FIRST SCHOOL
Redbridge, Stantonbury, Milton Keynes
Group 4
Applications are invited for the Headship of this purpose-built first school which caters for pupils aged 5 to 8 years. The post will be available from January 1984 following the retirement of the present Headteacher.
This is a further advertisement as insufficient applications were received after the first advertisement.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from J.A. Ginnever, B.Sc., M.Ed., Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY on receipt of a foolscap stamped addressed envelope. (17417) 110010

BUCKINGHAMSHIRE
MILTON KEYNES AREA
HEADSHIPS - Group 1
Applications are invited for the Headships of these pleasant village schools which cater for the 5 to 8 age range. They will be available from January 1984 following the retirement of the present holders of the posts.
1. Stoke Goldington CE First School, Stoke Goldington, Newport Pagnell, Bucks. MK16 8NP.
2. Bow Brickhill County First School, Bow Brickhill, Milton Keynes MK17 9JT.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from J.A. Ginnever, B.Sc., M.Ed., Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY on receipt of a foolscap stamped addressed envelope. (17418) 110010

BUCKINGHAMSHIRE
MILTON KEYNES AREA
ST MARY AND ST GILES CE MIDDLE SCHOOL
King George Crescent, Stony Stratford, Milton Keynes MK11
Applications are invited for the post of Headteacher (Group 5) of this well-established school with approximately 285 pupils on roll aged from 8 to 12 years. The post will be available from January 1984.
Candidates should be in sympathy with the aims and principles of a Church of England Aided School.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from J.A. Ginnever, B.Sc., M.Ed., Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY on receipt of a foolscap stamped addressed envelope. (17420) 110010

DEVON
Please see displayed advertisement on Page 43. (18566)

EAST SUSSEX
ICKLESHAM C.E.P. SCHOOL (CONTROLLED)
High Fords, Icklesham, Winchelsea TN36 4BX
50 on roll
Required from 1st January 1984, Headteacher of this group 2 school. Relocation grants available in approved cases.
Application forms from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG (sae please) to whom completed forms should be returned by 16th September. (18543) 110010

CUMBRIA
COUNTY COUNCIL
HEADS required January 1984 for following:

ST. CATHERINE'S R.C. (AIDED SCHOOL) Penrith
(Mixed 4 - 11: n.o.r. 106)
(Re-advertisement). Group 3 salary. Previous applicants will be given further consideration.

CLIFTON SCHOOL
Clifton, Penrith
(County mixed, 4 - 11, n.o.r. 47)
Group 1 salary

Application forms and further particulars for above 2 posts from Assistant Director of Education, North/East Division, 5 Portland Square, Carlisle, Cumbria CA1 1PU (sae please) to whom completed forms should be returned by 16th September 1983.

PLUMBLAND C OF E SCHOOL
Parsonby, Aspatria, Carlisle CA5 2DQ
(Voluntary controlled, mixed 4 - 11, n.o.r. Est: 26)
Required for this Group 1 school.

HARRINGTON INFANT SCHOOL
Church Road, Harrington, Workington CA14 5PT
(County Infant, 4 - 7 years, n.o.r. 95 - SPA Allowance payable)
Required January 1984 or a.s.a.p. thereafter for this Group 3 School.

Application forms and further particulars for above 2 posts from Assistant Director of Education, Union Hall, Scotch Street, Whitehaven CA28 7BG to whom completed forms should be returned by 16th September 1983. (See please).

ST. BEGH'S R.C. JUNIOR SCHOOL
Coach Road, Whitehaven CA28 7TD
(Aided mixed, 7 - 11 years, n.o.r. 253)
Required for this group 5 School. SPA Allowance payable. Applicants should be practising Catholics.
Application form and further details from Assistant Director of Education, *Union Hall, Scotch Street,* Whitehaven (sae please). Completed forms to be returned to the Chairman of the Govenors, Rev. D. Murphy, St. Benedict's Presbytery, Mirehouse, Whitehaven by 16th September 1983.

ST. GEORGE'S C OF E PRIMARY SCHOOL
Barrow in Furness
(Group 3. n.o.r. 138 + 30 p.t.)
Further particulars and application forms from and returnable to Assistant Director of Education, John Whinnerah Institute, Abbey Road, Barrow in Furness by 16th September 1983. (See please). (18629) 110010

HAMPSHIRE
LYMINGTON COUNTY JUNIOR SCHOOL
Avenue Road, Lymington, Hants.
N.O.R. Approx. 170
HEADTEACHER - Group 4 School
Required 1st January 1984
Salary Scale currently £10,572 - £11,784
Full details and application form from Area Education Officer, Cannon Street, Lymington Tel: Lymington 77911
Closing date 16th September 1983. (18534) 110010

HAMPSHIRE
LYMINGTON CE AIDED INFANT SCHOOL
New Street, Lymington, Hants.
N.O.R. approx. 100
HEADTEACHER - Group 3 School
Required 1st January 1984
Salary Scale currently £9,948 - £10,974
Full details and application form from Area Education Officer, Cannon Street, Lymington. Tel: Lymington 77911
Closing date 16th September 1983. (18533) 110010

HAMPSHIRE
SHIRLEY WARREN MIDDLE SCHOOL
(Ages 8 - 12 years)
(Readvertisement - previous applicants are still under consideration)
Head Group 4
S.A.E. for application forms and details to: Area Education Officer (SW/PH), Arundel Towers North, Portland Terrace, Southampton SO9 4XE
Closing date for applications 20th September 1983. (18532) 110010

HERTFORDSHIRE
SS. ALBAN & STEPHEN RC JM SCHOOL
Cecil Road, St Albans AL1 5EQ
The Governors invite applications from suitably qualified teachers who are committed Catholics for the post of Head teacher at this group 4 school. The successful candidate will take up the post on 1st January 1984 and be expected to sign the 1980 C.E.C. contract.
Application forms available from Chairman of Governors, The Presbytery, 14 Beaconsfield Road, St Albans, Herts. Application forms should be *returned to him with full curriculum vitae,* reference from Parish Priest, names and addresses of two referees and s.a.e. (17379) 110010

Wiltshire

HEADTEACHER POSTS

FERNDALE INFANTS SCHOOL
Swindon Group 3
Expected N.O.R. January 1984, 109
HEAD required January 1984, for this well established school serving a residential area in central Swindon.

EVEN SWINDON INFANTS SCHOOL
Swindon Group 7
Expected N.O.R. January 1984, 127
HEAD required January 1984, for this well established school serving a compact residential area near the centre of Swindon.

DEPUTY HEADTEACHER POSTS

BRADFORD ON AVON, JUNIOR AND INFANTS SCHOOL
Frome Road, Bradford on Avon BA15 1SH
Group 5 N.O.R. 310
Deputy Head Teacher required from January 1984 to teach Top Juniors.
Further details and application forms from the Head Teacher. Closing date for applications is 23rd September, 1983.

CORSHAM, NESTON COUNTY PRIMARY SCHOOL
Hawthorn SN13 9SX
Group 2 N.O.R. 96
Deputy Head Teacher required from January 1984.
Applications are invited from suitably experienced and enthusiastic teachers. The successful applicant will be sympathetic to the needs and all round development of children in the 5–7 age range and will have a keen interest in language development. Music an advantage.
Further details and application forms from and returnable to the Head Teacher (SAE please). *Closing date is 26th September, 1983.*

SCALE ONE POSTS

LUCKINGTON COUNTY PRIMARY SCHOOL
Luckington, Chippenham
Group 1 N.O.R. 30
Temporary full-time Infant teacher, Scale 1 required for 31st October, 1983. This post is temporary for the duration of the maternity leave of a full-time permanent teacher.
Written letter of application to be sent as soon as possible to the Head Teacher, stating age, particulars of education, training and experience and also the names and addresses of two referees.
Unless otherwise stated application forms and further details (SAE please) from and returnable to: The Chief Education Officer, Area Education Office, Sanford House, Sanford Street, Swindon, Wiltshire SN1 1QH by 20th September, 1983.

PARKLANDS JUNIOR SCHOOL (Roll 387)
Havering Road, Romford, Essex

HEADTEACHER GROUP 6

Required for January 1984 or as soon as possible thereafter. This vacancy arises as the result of the recent, sudden and unexpected death of the former Headteacher, Mr. John Hughes.

Removal expenses are payable in approved cases.

Havering

Application forms and further details are available (s.a.e please) from the Director of Educational Services (Ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford, RM1 3DR, to whom the completed application forms should be returned by no later than Wednesday 21st September, 1983.

NOTTINGHAMSHIRE COUNTY COUNCIL EDUCATION COMMITTEE

HEADTEACHER

WESTDALE JUNIOR SCHOOL, WESTDALE LANE, MAPPERLEY, NOTTINGHAM NG3 6ET

Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the promotion of the Headteacher to an Inspector's post.

Number on roll: 210 Salary Group: 5

Vacant: 1st January 1984

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

Closing date: 16th September 1983.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

PRIMARY HEADSHIPS

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ST PETER'S AND ST MARGARET'S CE PRIMARY SCHOOL
(JUNIOR DEPARTMENT)
King Street, Rochester
APPOINTMENT OF HEAD TEACHER
Roll 115
Group 4
Applications are invited for the post of Head Teacher to take effect from January 1984 following the retirement of the previous post holder.
Application forms and further particulars (SAE please) from The Divisional Education Officer, Fort Pitt House, New Road, Rochester, Kent. To whom they should be returned by 23rd September 1983. (18023) 110010

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
VACANCIES
Applications are invited from suitably experienced teachers for the Headships of the following schools:-

BIRKENSHAW CE (C) FIRST SCHOOL
Southcroft Avenue, Birkenshaw, Bradford
(Ref 132)
RE-ADVERTISEMENT
Group 4 School - age range 5 - 9 years

KIRKHEATON COUNTY FIRST SCHOOL
New Road, Kirkheaton, Huddersfield
(Ref 270)
Group 5 School - age range 5 - 10 years

LONGCROFT JUNIOR SCHOOL
Off Kaye Lane, Almondbury, Huddersfield
(Ref 276)
Group 4 School - age range 7 - 11 years

MARSDEN INFANTS SCHOOL
Brougham Road, Marsden, Huddersfield
(Ref 277)
Group 3 School - age range 5 - 7 years

MOLDGREEN J.I. SCHOOL
The Avenue, Moldgreen, Huddersfield
(Ref 278)
Group 5 School - age range 5 - 11 years

STAINCLIFFE CE (C) JUNIOR SCHOOL
Staincliffe Hall Road, Batley, West Yorkshire
(Ref 279)
Group 2 School - age range 7 - 11 years.

UPPER HOPTON CE (C) FIRST SCHOOL
Hopton Hall Lane, Hopton, Mirfield, West Yorkshire
(Ref 280) Group 2 School - age range 5 - 9 years.

The appointments in each case will date from January 1984.
Application forms and further particulars (s.a.f.s. please) from the Director of Educational Services (Ref PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned within 14 days of this notice. (18591) 110010

NORTHAMPTONSHIRE

GT ADDINGTON C E PRIMARY (AIDED) SCHOOL
(Woodford Road, Great Addington, Kettering, Northants. NN14 4BS)
HEAD TEACHER - GROUP 1
Required for January 1984 an experienced, enthusiastic teacher for the Headship of this 2 teacher village primary school. Expected roll - 30. A teacher in sympathy with the aims of a Church of England Aided school is sought.
Closing date - 16th September.
Details and forms (s.a.e.) available from the County Education Officer (Ref. HH), Northampton House, Northampton NN1 2HX. (17387) 110010

NORTHAMPTONSHIRE

NEWNHAM PRIMARY SCHOOL
(School Hill, Newnham, Daventry, Northants. NN11 6HQ)
HEAD TEACHER - GROUP 2
Required for January 1984, experienced and enthusiastic teacher for the Headship of this rural primary school situated in a very pleasant village in the southern area of the county.
Number on roll - 60 approx.
Closing date - September 16th.
Details and forms (s.a.e.) from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX. (17398) 110010

NORTHAMPTONSHIRE

BRAMPSTONS C P SCHOOL
(Harlestone Road, Chapel Brampton, Northampton NN6 8AW)
HEAD TEACHER - GROUP 2
Required for January 1984, experienced teacher for the HEADSHIP of this small rural primary school situated just outside Northampton. Expected number on roll in September - 54.
Closing date - 16th September.
Details and forms (s.a.e.) from the County Education Officer (Ref. MN), Northampton House, Northampton NN1 2HX. (17399) 110010

NORTHUMBERLAND

BERWICK ST. MARY'S C OF E CONTROLLED FIRST
Newfield Est., Berwick upon Tweed TD15 1SP
(Group 3, 110 pupils)
HEADTEACHER required from 30th April 1984.
Applicants should have completed not less than 5 years service as qualified teachers at date on which they submit applications.
Removal expenses/lodging allowance may be payable.
Application form (foolscap sae) returnable 23rd September 1983 from Acting Director of Education, County Hall, Morpeth NE61 2EF. (18598) 110010

NORTHAMPTONSHIRE

NORTHAMPTON BLACKTHORN LOWER SCHOOL
(Waingrove, Blackthorn, Northampton NN3 4GP)
HEAD TEACHER - GROUP 6
Required for January 1984, experienced teacher as HEAD of this large lower school situated on the Eastern development area of Northampton. Estimated number on roll in September - 400.
Closing date - 10 days from the appearance of this advertisement.
Details and forms (s.a.e.) from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX. (17400) 110010

NORTHAMPTONSHIRE

ROTHERSTHORPE C E (CONTROLLED) SCHOOL
(Church Street, Rothersthorpe, Northampton NN7 3HS)
HEAD TEACHER - GROUP 1
Required for January 1984, experienced teacher as HEAD of this small village primary school situated just outside Northampton. New buildings for the complete school, including some provision for community use, were opened in 1982.
Anticipated number on roll in September - 46. Closing date - 16th September.
Application forms and details (s.a.e.) available from the County Education Officer (ref. MH), Northampton House, Northampton NN1 2HX. (17501) 110010

OXFORD

CHURCH COWLEY ST JAMES C.E. (C) FIRST SCHOOL
Oxford
Required for January 1984, a Headteacher for this Group 4 5 - 9 first School in the city of Oxford, (roll approx. 170) which will have a nursery class in September.
Further details and an application form from the Chief Education Officer, Macclesfield House, New Road, Oxford OX1 1NA to be returned within two weeks of this advertisement. SAE essential. (18018) 110010

SOMERSET

LANGFORD BUDVILLE C.E.V.C. PRIMARY
Nr. Wellington
HEAD, GROUP 1
See Somerset composite. (17588) 110010

Deputy Headships Second Masters/Mistresses

BERKSHIRE

SWINLEY COUNTY PRIMARY SCHOOL
All Souls Road, South Ascot, SL5 9EA
N.O.R. 210 (Group 3 school)
Required January 1984, DEPUTY HEADTEACHER.
Application forms and further details available from the Director of Education, Staffing Section (JD), Shire Hall, Shinfield Park, Reading, Berks. RG2 9XE. (SAE).
Previous applicants will be considered. Closing date September 23rd, 1983.
Berkshire County Council is an equal opportunity employer. (17504) 110012

BERKSHIRE

WILLOW BANK JUNIOR
Duffield Road, Woodley, Reading
N.O.R. 230
Required January 1984, DEPUTY HEADMASTER (Group 5) for this semi open-plan Junior School. The post requires an ability to lead in Mathematics and an interest in the use of computers would be an advantage.
Application forms and further details from the Headteacher at the school. Closing date 19th September, 1983.
Berkshire County Council is an equal opportunity employer. (17600) 110012

BERKSHIRE

NEW TOWN PRIMARY SCHOOL
School Terrace, Reading RG1 3LS
Required January 1984. Deputy Headteacher (Group 5 Plus social Priority Allowance).
Further details and application forms from the Headteacher.
Closing date September 30th, 1983.
Berkshire County Council is an equal opportunity employer. (17440) 110012

CALDERDALE

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
ELLAND C.E.(A) J & I SCHOOL
Westgate, Elland HX5 0BB
An experienced and enthusiastic teacher is required from January 1984 for the DEPUTY HEADSHIP of this Group 5 school. Please state particular areas of interest.
A communicant member of the Church of England is preferred.
Application forms and further details obtainable (on receipt of foolscap s.a.e.) from the Headteacher to whom completed forms should be returned by 16 September 1983. (16608) 110012

DEVON

Please see displayed advertisement on Page 43. (18568)

DORSET

DOWNLANDS COUNTY FIRST SCHOOL
Blandford Camp, Blandford
(Re-Advertisement)
DEPUTY HEAD TEACHER (Group 4)
required from January 1984.
Previous applicants will be reconsidered automatically.
Application forms, returnable to the Headmaster by 13 September, and further details from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ (foolscap s.a.e.). (17380) 110012

ESSEX

PERRYFIELDS COUNTY JUNIOR SCHOOL
Lawn Lane, Chelmsford CM1 5PP
Tel: Chelmsford 50781
DEPUTY HEADTEACHER
Group 5
Required January 1984. Strengths in Science/Boys' Games an advantage. Modern building on outskirts of town, well equipped, good facilities. Closing date: 23rd September 1983.
Application forms available from the Area Education Office, Central Essex Area, Springfield Dukes, Springfield Green, Chelmsford (s.a.e please).

BENTFIELD COUNTY PRIMARY SCHOOL
(Roll 226)
Rainsford Road, Stansted CM24 8DX
Tel: (0279) 813626
DEPUTY HEADTEACHER, GROUP 5
Required January 1984, an experienced enthusiastic teacher to play a leading role in curriculum and staff development. Special interests in Boys P.E./Games, Art/Craft display an advantage. Closing date: 16th September, 1983.
Application form and further details from Area Education officer, Crossman House, Station Approach, Braintree, Essex (s.a.e. please).

ARTHUR BUGLER COUNTY JUNIOR SCHOOL
St. James' Avenue East, Stanford-le-Hope SS17 7BQ
Tel: Stanford-le-Hope 643019
DEPUTY HEADTEACHER
Group 5B
RE-ADVERTISEMENT
Required for January 1984. Applications invited from suitably qualified and experienced teachers. Vacancy has arisen due to the promotion of the present post-holder to a headship. Closing date: 16th September, 1983. Previous applicants need not reapply.
Application form and further details available from the Area Education Officer, Rectory Road, Grays RM17 5SL (foolscap s.a.e required).

THOMAS WILLINGDALE COUNTY PRIMARY SCHOOL
(Roll 153)
The Broadway, Loughton
Tel: 01-508 7467
DEPUTY HEADTEACHER, GROUP 4
Required for January 1984. An enthusiastic and imaginative classroom teacher to give a practical lead in the school and to play a major role in curriculum and staff development. Special curricular interests welcomed. Applicants invited to visit the school. Previous applicants will be considered. Closing date: 19th September, 1983.
Application forms obtained from the Area Education Officer, West Essex Area Office, St. John's Road, Epping, Essex, on receipt of s.a.e. only.

PITSEA INFANTS SCHOOL
High Road, Pitsea, Basildon
Tel: Basildon 553547
DEPUTY HEAD Group 4
Required January 1984, lively, enthusiastic teacher to lead on going curriculum development. Candidates please mention their particular areas of interest. Closing date: 16th September 1983.
Application forms and further details from Area Education Office, The Bryn, Church Road, Basildon, Essex, to be returned to A.E.O. (Foolscap s.a.e. please). (17433) 110012

DORSET

BETHANY C.E. (V.A.) JUNIOR SCHOOL
Knowle Road, Bournemouth
RE-ADVERTISEMENT
Required January 1984. Deputy Headteacher (Group 4). Communicant member of Church of England preferred. The ability to offer Mathematics and Science would be an advantage. Will previous applicants please confirm that they wish their applications to be reconsidered.
Application forms and further details from Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth on receipt of s.a.e. Closing date 21st September, 1983. (16120) 110012

DORSET

ST. CATHERINES R.C. (V.A.) FIRST SCHOOL
Cutlers Place, Wimborne
Required January 1984 Deputy Headteacher for this Group 2 School (age range 5 - 9 years). Practising Roman Catholic with a Catholic Teachers' Certificate essential.
Application forms from Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth on receipt of s.a.e. Closing date 21st September. (16117) 110012

DORSET

FERNDOWN FIRST SCHOOL
Church Road, Ferndown
Deputy Head Teacher (Group 6) required from January 1984.
Application forms from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth, on receipt of S.A.E., returnable by 23rd September 1983. (16119) 110012

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
ST. MARY'S R.C. (AIDED) PRIMARY SCHOOL
Whitstable
Deputy Head Teacher required from January, 1984 for this Group 5 primary school. Practising Catholic essential. Re-advertisement - previous applicants will still be considered.
Application forms and further details from the Head Teacher at the school in Northwood Road, Tankerton, Whitstable (s.a.e. please).

MEDWAY DIVISION
ROCHESTER
BALFOUR C.P. SCHOOL (INFANT DEPARTMENT)
Pattens Lane, Rochester, Kent
Group 4
Applications are invited from suitably qualified, experienced and enthusiastic teachers for the post of DEPUTY HEAD. The post is available from January 1984. Applicants should state particular strengths and interests. Music an advantage.
Please apply to the Headmistress for further details and an application form. (SAE please). Closing date: 19 September, 1983. (18024) 110012

HAMPSHIRE

POTLEY HILL COUNTY PRIMARY SCHOOL
Potley Hill Road, Yateley, Camberley, Surrey
N.O.R. 285
Required for January 1984 Deputy Head Group 6.
Closing date 16th September 1983.
Initial application by letter to the Head Teacher Mr George Andrew.

LEICESTERSHIRE

MARKET HARBOROUGH ST JOSEPH'S R.C. (AIDED) PRIMARY SCHOOL
Coventry Road, Market Harborough, Leicestershire LE16 9DQ
Head - Mr. J.T. McEvoy
Deputy Head - Group 4
DEPUTY HEAD required January. Applications are invited from teachers experienced in modern educational techniques and practices, able of taking boys' games and holding the required certificate of religious education. Approximately 155 on roll. Vacancy due to promotion of present Deputy. Further details from Reverend Father W.E. O'Dowd, Chairman of the Governors, (SAE). Tel. No. Market Harborough 62350.
Apply (no forms) giving full particulars and the names and addresses of two referees to Reverend Father W.E. O'Dowd, The Presbytery, Fairfield Road, Market Harborough, Leics, by September. (18411)

NEWHAM

LONDON BOROUGH OF NEWHAM
ST. EDWARD'S R.C. PRIMARY SCHOOL
Castle Street, London E6 1PP
Head Teacher: E.J. McConalogue
Number on roll: 276
DEPUTY HEAD
Group 5
Required January 1984. An experienced, enthusiastic teacher to play a leading role in curriculum and staff development. Please state particular interest. Visits welcome by appointment. Tel: 01-472 4337. Applicants must be practising Catholics.
London Allowance: £987.
Application forms (s.a.e. please) available from the Director of Education, to whom completed forms should be returned by 13th September 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (17425)

NORTHAMPTONSHIRE

SYRESHAM CE PRIMARY SCHOOL
(Syresham, Brackley, Northants. NN13 5HL)
DEPUTY HEAD - GROUP 2
Required for January 1984 enthusiastic experienced teacher as Deputy Head of this village primary school in the south of the county.
Closing date - 16th September.
Details and application forms (s.a.e.) from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX. (18561)

London Borough of Havering

GROUP 4 INFANT HEADSHIPS

Salary £10,572 p.a. to £11,784 p.a. + £645 p.a. London Weighting.

Headteachers are required for January 1984 for the following Group 4 Infant Schools in the London Borough of Havering:

ARDLEIGH GREEN INFANTS SCHOOL
Ardleigh Green Road, Hornchurch, RM11 2SP.
Estimated No. on Roll 1983/84 – 213.

CROWLANDS INFANT SCHOOL
London Road, Romford, RM7 9EJ.
Estimated No. on Roll 1983/84 – 135.

CROWNFIELD INFANTS SCHOOL
White Hart Lane, Collier Row, Romford, RM7 8JB.
Estimated No. on Roll 1983/84 – 222.

LANGTONS INFANT SCHOOL
Westland Avenue, Hornchurch, RM11 3SD.
Estimated No. on Roll 1983/84 – 234.

MITCHELL INFANT SCHOOL
Tangmere Crescent, Off Airfield Way, Hornchurch, RM12 5QB.
Estimated No. on Roll 1983/84 – 124.

Removal expenses are payable in approved cases.

Application forms and further details are available from (s.a.e. please) the *Director of Educational Services* (Ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford, RM1 3DR, to whom the completed application forms should be returned no later than Wednesday 21st September, 1983.

Havering

ST. JOSEPH'S R.C. (AIDED) J.M. & I. SCHOOL
(Roll 343) St Mary's Lane, Upminster RM14 2QB

Applications are invited from practising Roman Catholics for the post of:

HEADTEACHER GROUP 5

Required for January 1984.
Removal expenses are payable in approved cases.
Application forms and further details available from (s.a.e. please) Chairman of Governors, St. Josephs R.C. J.M. & I. School, St Mary's Lane, Upminster RM14 2QB to whom completed applications should be returned by no later than Wednesday 21st September, 1983.

Havering

LONDON BOROUGH OF ENFIELD EDUCATION DEPARTMENT

HEADSHIP

ALMA PRIMARY SCHOOL
Alma Road, Enfield, EN3 4UQ.
Group 6. Roll 350 (5-11) + Nursery Class.

Applications are invited for appointment from 1st January 1984.

London Allowance, £645. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Application forms (foolscap SAE) obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ.

Closing date for applications 16th September 1983.

London Borough of **Enfield**

St. John's R.C. (Aided) Primary School, Blackbridge Lane, Horsham RH12 1RR

Headteacher

required January 1984 for this Group 3 School. Applicants must be suitably qualified and experienced practising catholic teachers. Form and further details from the Education Officer for Mid Sussex, Beckworth House, Black Hill, Lindfield, Haywards Heath, West Sussex RH16 2DU. Closing date: 2 weeks from the appearance of this advertisement.

West Sussex COUNTY COUNCIL

PRIMARY DEPUTY HEADSHIPS

continued

NORTHUMBERLAND

WANSBECK ST. AIDAN'S C OF E FIRST
Pinewood Drive, Lancaster Park, Morpeth NE61 3RD
(Group 4, 215 pupils 4 - 9 years)
Required from January 1984 Deputy Headteacher. Removal expenses/lodging allowance *may* be payable.
Application form (*foolscap s.a.e.*) returnable 16.9.83 from Acting Director of Education, County Hall, Morpeth NE61 2EF. (18594) 110012

SURREY

COUNTY COUNCIL
ST. NICHOLAS C. OF E. AIDED FIRST/MIDDLE SCHOOL
Shepperton, Middx.
HEAD OF FIRST DEPARTMENT (Senior Master/Mistress Salary Group 7 Deputy Head Scale)
Applications are invited for the above post from suitably experienced teachers. The person appointed will have the responsibility for the running of the Department of 180 pupils (5 - 8 yrs.) under the direction of the Headteacher, as well as having a substantial teaching commitment. (14616) 110012

WEST SUSSEX

CONNAUGHT COUNTY JUNIOR SCHOOL,
York Road, Littlehampton
Group 7
DEPUTY HEAD
required to take 4th year Juniors. Able to co-ordinate the structure/resources/methodology in a major curricular area. Of proven organisational ability and with an interest/qualification in sports or games.
Details and form from the Headteacher on receipt of s.a.f.e.
Closing date: 30th September 1983. (18530) 110012

Heads of Department

HAMPSHIRE

HOLY FAMILY R.C. FIRST & MIDDLE SCHOOL
Mansel Road West, Southampton SO1 9LP
Required January 1984 Scale 3 - Teacher as 3rd and 4th year Middle School leader with interest in Science and Technology.
Full details available upon receipt of S.A.E.
Apply by letter to Head with curriculum vitae and names of two educational referees by 19th September. (13784) 110018

Scale 2 Posts and above

BERKSHIRE

RIVERMEAD COUNTY PRIMARY
Loddon Bridge Road, Woodley, Reading RG5 4BS
N.O.R. 372
Required January 1984, an enthusiastic, well-organised TEACHER (Scale 3) to work in the Junior Department of this open plan primary school. The successful candidate must be willing to take responsibility, be able to undertake curriculum development and be responsible for art, craft and display and/or science and computer studies. Applicants welcome to visit the school by prior appointment with the Headteacher, Tel: Reading 690505. Closing date 20th, September, 1983.
Berkshire County Council is an equal opportunity employer. (17599) 110020

DONCASTER

HATFIELD TRAVIS C.E. FIRST SCHOOL
Cuckoo Lane, Hatfield, Doncaster
Tel: Doncaster 840200
Required for January 1984, Scale 2 Class Teacher - Music an advantage.
Application forms are available from the Director of Education, Princegate, Doncaster DN1 3EP (S.A.E. please) to whom completed forms should be returned by the 16th September 1983. (18007) 110020

BUCKINGHAMSHIRE

MILTON KEYNES AREA
NEW BRADWELL COUNTY COMBINED SCHOOL
Bounty Street, New Bradwell, Milton Keynes MK13 0BQ
Required for January 1984, an experienced teacher for first school aged children. Willingness to work in a co-operative teaching situation essential. The teacher appointed will be expected to work an integrated day and also to help with some of the middle school Domestic Science. The work will be with seven year old children in the *first instance*, but will be across the whole range of the first school in future years. Scale 2.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, Mr B.M. Siddons, giving full curriculum vitae and the names and addresses of two referees. (17416) 110020

DEVON

Please see displayed advertisement on Page 43 (18570)

DORSET

UPTON COUNTY INFANTS' SCHOOL
Guest Road, Upton, Poole
Suitably qualified class teacher with responsibility for language development. Scale 2.
Job specification and application forms available from school on receipt of s.a.e. (16118) 110020

ESSEX

HALSTEAD, HOLY TRINITY C OF E PRIMARY SCHOOL
Trinity Street, Halstead CO9 2BH
(Roll 330)
Tel: (0787) 472086
TEACHER, Scale 3
Required January 1984, a keen, experienced Infant trained teacher to lead in curriculum development, routine and welfare of the Infant Children. Musical ability highly desirable. Closing date: 16th September, 1983.
Application forms available from Area Education Officer, Crossman House, Station Approach, Braintree (foolscap s.a.e. please).

MYLAND COUNTY PRIMARY SCHOOL
Mill Road, Mile End, Colchester
(Roll 273)
Tel: 852109
JUNIOR TEACHER, Scale 3
Required January 1984, experienced Teacher to lead curricular development in topic work and be responsible for boys games.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).

BONNYGATE COUNTY PRIMARY SCHOOL
Arisdale Avenue, South Ockendon RM15 5BA.
(Roll 300)
Tel: South Ockendon 853316
TEACHER-IN-CHARGE OF TUTORIAL CLASS Scale 2 + S.P.S. and London Fringe.
Required January 1984 for this full-time class consisting of a maximum of eight junior school aged children, who exhibit disturbance of adjustment, learning and behaviour, requiring specialist educational and therapeutic facilities. Work with these children will be carried out in close collaboration with the School Psychological Service and host Primary School. Previous experience with children in difficulties of this kind is essential and additional qualifications desirable.
Application form and further details from the Area Education Officer, Rectory Road, Grays, Essex (S.A.E. required). Closing date:- 23rd September.

OUR LADY IMMACULATE R.C. PRIMARY SCHOOL
New London Road, Chelmsford CM2 0RG
(Roll 220)
Tel: Chelmsford 353755
TEACHER Scale 2
Enthusiastic Teacher required January 1984 initially for Lower Juniors. Responsibility for Language Development/Library. Roman Catholic preferred. Closing date: Friday 23rd September 1983.
Application form and further details available from and returnable to the Headteacher (s.a.e. please). (17439) 110020

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ALL SAINTS C.E. PRIMARY SCHOOL
Magpie Hall Road, Chatham, Kent
Scale 2 INFANT teacher required from January 1984, or as soon as possible, willing to contribute to all aspects of school life and to initiate some curriculum development. Please state special interests.
Letters of application with a c.v. and the names and addresses of two referees to the Headmaster at the school. (18025) 110020

NORTH YORKSHIRE

COUNTY COUNCIL
HARROGATE ST. ROBERT'S R.C. SCHOOL
Required to commence January 1984, an experienced teacher for juniors to take responsibility for boys games. Applications from practising Catholic teachers only. Scale 2 available for suitable applicant.
Application form (S.A.E. please) obtainable from Area Education Officer, 59 Grove Road, Harrogate HG1 5ER to whom completed forms should be returned to:- The Chairman of Governors, St. Robert's R.C. Primary School, Ainsty Road, Harrogate HG1 4AP by 16th September 1983. (13758) 110020

NEWHAM

LONDON BOROUGH OF NEWHAM
ST. LUKE'S (C. OF E.) J.M.I. SCHOOL
Ruscoe Road, London E16 1JB
Head Teacher: Mr. S.R. Penstone
Number on roll: 208
AVA/BOYS' GAMES
Scale 2
Required January 1984.
An experienced, enthusiastic Junior teacher to be responsible for Boys' Games and Audio-Visual Aids throughout the school. Applicants should be in sympathy with the aims of a church school.
Previous applicants will be considered.
London Allowance: £987 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Director of Education, to whom completed forms should be returned by 13th September 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (17422) 110020

NEWHAM

LONDON BOROUGH OF NEWHAM
ROSETTA JUNIOR SCHOOL
Sophia Road, London E16 3PB
Head Teacher: D.C. Stritton
Number on roll: 274
TEACHER TO BE RESPONSIBLE FOR P.E. & GAMES
Scale of post: 2
Required JANUARY 1984 AS SOON AS POSSIBLE.
The successful applicant will have responsibility for some boys team games. Visits by arrangement with the Head Teacher are welcomed. Tel: 476 2006.
LONDON ALLOWANCE: £987 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 13th SEPTEMBER 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (17427) 110020

NEWHAM

LONDON BOROUGH OF NEWHAM
SHERINGHAM JUNIOR SCHOOL
Sheringham Avenue, London E12 5PB
Head Teacher: Mrs. V. Thomas
Number on roll: 235
Art, Craft and Display with an interest in Boys' Games.
Scale 2
Required: JANUARY 1984.
Previous applicants will be considered.
LONDON ALLOWANCE £987.
Application forms (s.a.e. please) available from Director of Education to whom completed forms should be returned by 13th SEPTEMBER 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (17426) 110020

Shropshire Education Committee
St Mary's RC (Aided) Primary School, Coronation Crescent, Madeley, Telford, Shropshire TF7 5EJ
Number on roll January 1983: 244

DEPUTY HEAD (Group 5)
for January 1984

The Governors of the above school wish to appoint an experienced practising Catholic Teacher to the post of Deputy Head. Candidates should have the ability to lead staff as a Class Teacher, aid and direct curriculum development and in-class service.

A willingness to participate in extra curriculum activities to develop *school community relationships would be an advantage*.

Application forms and details are available from the Headmaster and should be returned to the Chairman of Governors, Father P. Burke, The Presbytery, High Street, Madeley, Telford, Shropshire TF7 5AU.

Shropshire County Council

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS
Primary

Tavistock County Primary School
Tavistock PL19 8BU
Head Teacher – Group 6 (£12,264 pa to £13,497 pa)
Required January 1984. Application forms and further details (SAE foolscap required) from the Area Education Officer, Civic Centre, Plymouth PL1 2EW. Closing date: 16 September, 1983.

Dawlish County Infants' School
Old Town Street, Dawlish (Roll 152)
Head Group 4 (£10,572 pa to £11,784 pa)
Required January 1984. Application forms and further details (SAE foolscap required) from Area Education Officer, Oldway, Paignton TQ3 2TE. Closing date: 16 September, 1983.

Lympstone C of E (Controlled) Primary School
Lympstone, Exmouth EX8 5JY (Roll 144)
Head Teacher (Group 3) (£9,948 pa to £10,974 pa
Required January 1984. Application forms and further details (SAE please) from Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter EX1 1SU. Closing date: 16 September, 1983.

Newton Poppleford County Primary School
School Lane, Newton Poppleford, Sidmouth EX10 0EL (Roll 82)
Head Teacher (Group 3) (£9,948 pa to £10,974 pa
Required January 1984. Closing date: 16 September, 1983. Application forms and further details (SAE foolscap required) from the Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter. Closing date: 16 September, 1983.

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HEADTEACHERS
Special

Courtlands School (ESN(M))
Widey Lane, Crownhill, Plymouth PL6 5JS (Roll 166)
Head Teacher (Group 8(s)) (£14,793 pa to £16,020 pa) readvertisement
Required January 1984. Further details and application forms (SAE required) from Area Education Officer, Civic Centre, Plymouth PL1 2EW. *Previous applicants will be reconsidered.* Closing date: 16 September, 1983.

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DEPUTY HEADTEACHERS
Primary

Exeter Whipton (3–8 years) First School
Hill Lane, Exeter EX1 3JP (Roll 246)
Deputy Head Teacher (Group 5)
Required January 1984. Application forms and further details *from* Headmistress (SAE, please). Closing date: 16 September, 1983.

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SCALE POSTS
Primary

Exeter Stoke Hill (5–8 years) First School
Stoke Hill, Exeter EX4 7DB (Roll 255)
Scale 1 – General Subjects
Required January 1984 initially to teach the 7–8 year old children but willing to teach in any age group in the school. Knowledge of *Breakthrough* to Literacy and music an advantage. Closing date: 16 September, 1983.

Broadhembury C of E Primary School
Broadhembury, Honiton EX14 0ND (Roll 45)
Scale 1
Required January 1984 to be responsible for the infant class (5–7 years). An interest in infant science and ability to play the piano would be an advantage. Closing date: 16 September, 1983.

Exeter Topsham (8–12 years) Middle School
Parkfield Road, Topsham, Exeter EX3 0DR (Roll 125)
Scale 1 – General Subjects
Required January 1984. A general class teacher. An interest in the development of learning programmes for 'slow readers' would be an added advantage. Closing date: 16 September, 1983.

Exeter Cowick (5–8 years) First School
Cowick Street, Exeter EX4 1HL (Roll 152)
Scale 1
Required January 1984 to work with a vertically grouped class. A working knowledge of Breakthrough to Literacy is essential and Music or Art and Craft would be desirable. Closing date: 16 September, 1983.

Exeter Stoke Hill (8–12 years) Middle School
Stoke Hill, Exeter EX4 7DP (Roll 400)
Scale 1 – General Subjects
Required January 1984 for general subjects with Music to teach initially in the First Year. Ability to offer Boys Games would be an advantage. Closing date: 16 September, 1984.

Membury County Primary School
Membury, Axminster EX13 7AF (Roll 17)
Scale 1
Required January 1984 to teach mainly infants. Please state curriculum interests. Closing date: 16 September, 1983.

Exeter Beacon Heath (5–8 years) First School
Summer Lane, Whipton, Exeter EX4 8NN (Roll 228)
Scale 2 – Class Teacher
Required January 1984 with strong interest in mathematics and use of micro-computers; and with ability to lead and supervise the mathematics curriculum throughout the school. Closing date: 16 September, 1983.

Tiverton *Caroline Brewin* (5–9 years) *First* School
Barrington Street, Tiverton EX16 6QR (Roll 199)
Scale 2 – Infants
Required January 1984 to have responsibility for music throughout the school, and to be able to communicate well with co-operative staff. Please state other curriculum interests. Closing date: 16 September, 1983.

Exeter Cowick (5–8 years) First School
Cowick Street, Exeter EX4 1HL (Roll 152)
Scale 2
Required January 1984 to have responsibility for the development of Mathematics and, if possible, music throughout the school. Ability to work with all age groups is essential. Closing date: 16 September, 1983.

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SCALE POST
Special

Honiton Mill Water School
Littletown, Honiton EX14 8EG (Roll 92)
Scale 2(s)
Required January 1984 for mathematics throughout the school and in addition to assist the deputy headteacher in the liaison between school, parents, and other supporting agencies. The school caters for pupils with moderate and severe learning *difficulties. Closing date:* 16 September, 1983.

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OTHER POST

Exeter Newton (5–8 years) First School
Clifton Road, Exeter EX1 2ES (Roll 67)
Scale 2 – Special Unit
Required January 1984 to be Teacher in Charge of a Language Unit for 8 children. Special qualifications and/or experience in speech and language development in the early years of education is essential. Closing date: 30 September, 1983.

DEVON

PRIMARY EDUCATION
continued

NEWHAM
LONDON BOROUGH OF NEWHAM
RAVENSCROFT JUNIOR SCHOOL
Carson Road, London E16 4BD
Head Teacher: M.J. Collins
Number on roll: 227
PE/GAMES Scale 2
Required 1 January or as soon as possible. To develop the PE/Games work in the school. Applicants should contact the Head Teacher for details and to arrange to visit the school. Tel: 01-476 2454. London Allowance: £987 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Director of Education, to whom completed forms should be returned by 13th September 1983. Education Offices, Broadway, Stratford, London E15 4BH. (18581) 110020

WALTHAM FOREST
ST. SAVIOUR'S C.E. PRIMARY
Verulam Avenue, Walthamstow, E17
Head: Mr. B. Jones
REQUIRED FOR JANUARY, 1984.
An enthusiastic teacher for a Junior class in a single form entry Primary School. Should have an active interest in the establishment and development of Science throughout the school, and be able to relate accordingly with staff and pupils from Nursery age upwards.
Communicant Member of Church of England preferred. Scale 2 + London Allowance.
Closing date: 16th September. Ref. No. P54/346.
Application form available on receipt of an s.a.e. from and returnable to Mr. A. Watson, 8 Victoria Road, Chingford, E4. (18546) 110020

TEACHERS
NURSERY AND PRIMARY SCHOOLS
September 1983

Qualified teachers urgently required for temporary, full and part-time work (Scale 1). Possibility of permanent appointments in Nursery/Infant Schools.
Application forms available from (enclose s.a.e.)
Chief Education Officer
Room 311
Education Office
Margaret Street
Birmingham B3 3BU
or Telephone 021-235 2534

BIRMINGHAM CITY COUNCIL

Somerset County Council

HUGH SEXEY V.C. MIDDLE SCHOOL
Blackford, Wedmore

HEAD
For this 9–13 age range
Mixed Middle School
439 on Roll

Appointment to commence May 1984.
Salary Group 6.
Further details and application form (sae) from:
Staffing (T) Section
Education Department
County Hall,
Taunton TA1 4DY.
Closing date: 22nd September, 1983.

HEADSHIPS

Required for April 1984:
THE COLNE HIGH SCHOOL
(Group 12) (11-18 Comprehensive)
Church Road, Brightlingsea, Colchester.
THE GREENSWARD SCHOOL
(Group 11) (11-16 Comprehensive)
Greensward Lane, Hockley
Closing date:— 23rd September, 1983.
Removal and disturbance allowance scheme in operation.
Please send foolscap s.a.e. for application form and further details, to the County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.
TES 13-10

ESSEX County Council

WALTHAM FOREST
ST. MARY'S R.C. JUNIOR SCHOOL
Shernhall Street, London E17
Head: Miss J. Barry
REQUIRED FOR JANUARY 1984 (OR EARLIER IF POSSIBLE).
TEACHER with responsibility for Curriculum Development with particular reference to Language Development. An interest in P.E. and Boys' Games would be an advantage.
SCALE 2 plus London Allowance.
Application form available on receipt of an s.a.e. from the Headteacher.
Closing date 16th September. Ref. No: P52/347. (18552) 110020

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
REQUIRED FOR JANUARY 1984 or as soon as possible.
DAVIES JUNIOR SCHOOL
Davies Lane, Leytonstone, E11
Head: Mr. G. Windsor
An experienced teacher to be responsible for the organisation of Dance, Drama, and Organised Team Games throughout the School.
Scale 2 + London and Social Priority Allowances.
Ref. No. P20/343.
Application form available on receipt of an s.a.e from the Head Teacher. Closing date: 16th September. (18553) 110020

EDUCATION DEPARTMENT
CANTERBURY DIVISION
HEADTEACHER
The Archbishop's CE (Aided)
Secondary School (Group 9)
Applications are invited for the post of Headteacher of this mixed non-selective school of 590 pupils, including a small Sixth Form. The post becomes vacant from the 1st January, 1984 on the resignation of the present Headteacher who has been appointed to another Headship. The school is housed in good modern buildings, substantial improvements to which are about to be completed, on an excellent site overlooking Canterbury and the Cathedral.
It is essential that the person appointed is a regular communicant member of the Church of England.
Assistance with removal expenses is given in approved cases in accordance with the County Council's scheme.
Application form and further particulars may be obtained from:
The Divisional Education Officer, 78 London Road, Canterbury CT2 8LT.
Closing date: 23rd September 1983

KENT COUNTY COUNCIL

KIRKLEES Metropolitan Council

Re-Advertisement
Directorate of Educational Services
GROUP 12 HEADSHIPS
Applications are invited from suitably experienced teachers for the following posts of HEAD TEACHER to commence 1st January 1984.

Batley Boys High School (Ref 257)
Field Hill, Batley WF17 0BJ
Group 12 (11-18 Boys Comprehensive)

Mirfield High School (Ref258)
Kitson Hill Road, Mirfield WF14 9EZ
Group 12 (13-18 Mixed Comprehensive)
Further particulars and application forms (s.a.f.e. please) from the Director of Educational Services (Ref PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned within 14 days of this notice.

CYNGOR SIR
DYFED
COUNTY COUNCIL

REQUIRED FOR 1ST JANUARY, 1984.
BRYNGWYN COMPREHENSIVE SCHOOL, DAFEN, LLANELLI (Group 12)
APPOINTMENT OF HEADTEACHER
Applications are invited from suitably qualified persons for this post which will become vacant on the retirement of the present headmaster.
Application forms and further details are available on receipt of a stamped addressed envelope from the Director of Education, Education Department, Pibwrlwyd, Carmarthen, SA31 2NH to whom they should be returned by 22nd September, 1983.
W.J. Phillips, Director of Education, Education Department, Pibwrlwyd, Carmarthen, SA31 2NH.

Scale 1 Posts

BRENT
LONDON BOROUGH OF BRENT
ST. ROBERT SOUTHWELL R.C. JUNIOR MIXED AND INFANT'S SCHOOL
Slough Lane, NW9 7YD
(Roll 261)
Required from 31 October to cover maternity leave - A Catholic TEACHER for First Year JUNIORS (Scale 1). Enthusiast with happy disposition preferred.
Application forms (sae) obtainable from Headteacher returnable by 17 September. London Allowance of £987 per annum is payable.
Brent is fundamentally committed to Multi-Cultural education.
Application forms (sae) obtainable from the Head Teacher, returnable within ten days. (18017) 110022

DEVON
Please see displayed advertisement on Page 43 (18569)

DONCASTER
OUR LADY OF MOUNT CARMEL RC PRIMARY SCHOOL
Sandringham Road, Doncaster DN2 5JG.
Tel: Don. 49745
Required for January 1984, or earlier if possible, Scale 1 Junior trained teacher, preferably with Music.
The successful candidate should be a practising and committed Catholic.
Application forms are available from the Director of Education, Princegate, Doncaster DN1 3EP, to whom completed forms should be returned as soon as possible. (18005) 110022

EAST SUSSEX
HIGHFIELD COUNTY JUNIOR SCHOOL
The Hydneye, Eastbourne BN22 9BX
380 on roll
Required from 1st January 1984 an experienced full-time teacher, Scale 1, to be responsible for boys' games and athletics in this large school. Ability with slow learners an advantage. Relocation grants available in approved cases.
Application forms from the County Education Officer, P.O. Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG (sae please) to be returned to Head Teacher by 16th September. (18542) 110022

NORTH YORKSHIRE
COUNTY COUNCIL
ST. GEORGE'S R.C. PRIMARY SCHOOL
Overdale, Eastfield, Scarborough, North Yorkshire YO11 3RE
Assistant Teacher Scale 1. Required as soon as possible for J1/2 class. Ability to take swimming an advantage.
Application forms available from the Area Education Officer, Huntriss Row, Scarborough YO11 2EO (S.A.E. Please). Completed forms to be returned to the Headteacher at the school. (13800) 110022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
THOMAS GAMUEL PRIMARY SCHOOL
Colchester Road, London E17
Head: Mr. F. Miles
REQUIRED FOR JANUARY 1984.
Enthusiastic teacher to be responsible initially for a reception class in this new purpose built open plan Primary School.
SCALE 1 plus London Allowance.
Application form available on receipt of an s.a.e. from the Headteacher. Ref. No: P60/348. (18547) 110022

WALTHAM FOREST
ST. SAVIOURS C.E. PRIMARY SCHOOL
Verulam Avenue, London E17
Head: Mr. B. Jones
REQUIRED FOR SEPTEMBER.
Enthusiastic and adaptable teacher for the Infant age group initially. An interest and ability in Music an advantage. Communicant Member of the Church of England preferred.
SCALE 1 plus London Allowance.
Application form available on receipt of an s.a.e. from and returnable to Mr. A. Watson, 8 Victoria Avenue, Chingford, E4.
Closing date 16th September. Ref. No: P44/345. (18554) 110022

WALTHAM FOREST
LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
CHURCH MEAD JUNIOR SCHOOL
Church Road, Leyton, E10
Head: Mr. A. Jones
Required as soon as possible. An enthusiastic and experienced teacher to teach Upper Juniors in this multi-cultural Junior School.
This is a temporary appointment to cover a Maternity Leave.
Scale 1 + London and Social Priority Allowance.
Ref. No. P17/341
BARCLAY JUNIOR SCHOOL
Canterbury Road, Leyton, E10
Head: Mr. J. Saunders
Required for January 1984. Teacher for First Year Juniors. Keen interest in music and ability to play the piano essential.
Scale 1 + London Allowance.
(Closing date: 16th September)
Ref. No. P4/340.
Application form available on receipt of s.a.e. from Head Teacher concerned. (18548) 110022

Middle School Education

Headships

BERKSHIRE
PARLAUNT PARK MIDDLE SCHOOL
Kennet Road, Slough SL3 8EQ
N.O.R. 189
Required for January 1984. HEADTEACHER (Group 4), for this Middle School.
Application form and further details from the Director of Education (Ref. EDC), Shire Hall, Shinfield Park, Reading RG2 9XE, Berks. Closing date 23rd September, 1983.
Berkshire County Council is an equal opportunity employer. (17405) 120010

NORTHUMBERLAND
BELFORD COUNTY MIDDLE
Belford NE70 7...
HEADTEACHERS required from January 19...
(Group 2, 9 - 13 Comprehensive, 70 pupils)
Applicants should have completed not less than ... years service as qualified teachers at date on which they submit applications.
BLYTH BEBSIDE COUNTY MIDDLE
Kitty Brewster, Blyth NE24 4RE
(Group 6, 9 - 13 Comprehensive, ... pupils)
Applicants should have completed not less than ... years service as qualified teachers at date on which they submit applications.
Removal expenses ... allowance may be payable for both posts.
Application form (foolscap sae) returnable ... 23rd September ... from Acting Director of Education, County Hall, Morpeth NE61 ... (18599)

OXFORD
BISHOP KIRK C.E. (AIDED) MIDDLE SCHOOL
Required from January ... a Headteacher for this ... 6 3 form entry (9 - ...) school.
Application forms and further details available from the Chief Education Officer (ref SCH/SA) Macclesfield House, New Road, Oxford OX1 1NA to be returned by 16th September 1983 ... essential. Applicants from the July advert remain under consideration. (18020)

By Subject Classification

Mathematics

Heads of Department

NORTHUMBERLAND
CRAMLINGTON ST. PETER'S RC MIDDLE
Northumberland Road, Cramlington NE23 6...
(Group 4, 9 - 13 Comprehensive, 210 pupils)
Required from January 1984 or sooner, Head of Mathematics (scale 2), with ability to teach some RE. Removal expenses including allowance may be payable.
Application form (foolscap sae) returnable 16.9.83 to Head. (18595)

Music

Scale 2 Posts and above

HAMPSHIRE
WESTON PARK MIDDLE SCHOOL
Weston Lane, Southampton SO2 9HL
Required January 1984. Scale 3 - Music Consultant. Details available upon receipt of S.A.E.
Apply by letter to Head with Curriculum Vitae and names of two educational referees by 19th September. (13783)

Other than by Subject Classification

Scale 1 Posts

LONDON SW20
Required beginning November 1983 teacher of general subjects to Middle school pupils with special interest in Geography and Mathematics.
Apply: Headmistress, Ursuline Convent Preparatory School, 18 The Downs, Wimbledon SW20 with c.v. and references. Closing date Wednesday 21st September. (17361)

Secondary Education

Headships

LONDON
ARCHBISHOP TENISON'S SCHOOL
55 Kennington Oval, SE11 5SR
Following the retirement of Mr. R.C. Shepard, the post of Head Teacher (Group ...) this (3 f.e.) Voluntary Aided Church of England Boys Secondary School will be vacant on 1st January 1984. Applications are invited from those in sympathy with the ideals of church schools and having substantial experience of successful inner city comprehensive education.
Further particulars and application forms are available from the Clerk to the Governors at the School.
Closing date for applications 23rd September 1983. (17583) 130010

SECONDARY HEADSHIPS
continued

Deputy Headships
Second Masters/Mistresses

AVON COUNTY
Chipping Sodbury School, Bowling Road, Chipping Sodbury, Bristol
Tel: Chipping Sodbury 316194
Roll 1060 Mixed Comprehensive 11 - 18
Re-advertisement.
Required for January or April 1984 a Deputy Headteacher, Group 11. The successful candidate will be responsible for directing and co-ordinating the pastoral care and careers guidance work of the school. Applicants must have proven leadership qualities and management skills, substantial experience of pastoral or careers work in Comprehensive schools and the ability to advise on girls' welfare. Previous candidates who want their applications to be reconsidered should notify the Head in writing.
Further details and application forms are available from the Headmaster. Closing date for applications 19th September, 1983. (17590) 130012

BEDFORDSHIRE
NORTHERN AREA
HASTINGSBURY UPPER SCHOOL AND COMMUNITY COLLEGE
Hill Rise, Kempston, Beds. MK42 7EB
Headmaster: Mr J.B. Oliver
Tel: Bedford 853636
13 - 18 Co-Educational Comprehensive Upper School and Community College. No. on roll, approx. 800, Group 11
Required for January 1984, a 1ST DEPUTY HEAD, Group 11, to join a developing Senior Management team. The Headmaster is looking for a well-qualified teacher with experience and vision, particularly in the areas of curriculum and evaluation. The post offers an opportunity for an innovatory role within a teamwork setting.
Application forms and further details from the Headmaster sae please.
Closing date: Two weeks after the appearance of this advertisement.
This is a re-advertisement. (17390) 130012

WARWICK GIRLS' HIGH SCHOOL
Brooke Road, London E17
Required for January, 1984
Head Teacher
Group 7
£13,023–£14,253
(plus Outer London Allowance)
Applications are invited from experienced teachers for the Headship of this Comprehensive School for Girls aged 11–14 years (483 on roll).
Application form and further details available on receipt of s.a.e from Chief Education Officer, Municipal Offices, High Road, London E10 5QJ.
Closing date: 16th September, 1983. Ref. No. P94/350.

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status

Waltham Forest

Gwent County Council

Required for 1st January, 1984
LLANTARNAM COMPREHENSIVE SCHOOL
CWMBRAN (11–18)
HEAD TEACHER
Group 12
HARTRIDGE COMPREHENSIVE SCHOOL
NEWPORT (11–18)
DEPUTY HEAD TEACHER
Group 12
PONTLLANFRAITH COMPREHENSIVE SCHOOL (11–16)
SECOND DEPUTY HEAD TEACHER Group 10
Application forms and further information available on receipt of stamped addressed envelope obtainable from the Director of Education, Education Department, County Hall, Cwmbran, Gwent NP44 2XH and should be returned to the Director of Education by 16th September, 1983.

AVON
WHITEFIELD FISHPONDS SCHOOL
Required for January 1984, Deputy Head (Group 12) to contribute to the general management of the school and to be particularly responsible for the health and welfare of pupils through the Pastoral organisation.
Further details available from the Headmaster, to whom applications should be sent by Friday 16th September 1983. (17386) 130012

BIRMINGHAM EDUCATION DEPARTMENT
Golden Hillock
Golden Hillock Road, Birmingham B11 2QG
Tel: 021 773 8156/8159
Deputy Head Group 11
1100 pupils, 11 - 16 mixed. Multicultural S.P.S. School
Experienced candidate for Curriculum Assessment and Profiling.
Applications by letter to Head Teacher with C.V. and detailing particular interests. (18537) 130012

DONCASTER
THE McAULEY RC SCHOOL
Cantley Lane, Doncaster DN3 3QF
Doncaster 537396
N.O.R. 1350 Sixth Form 170
Required for January 1984, a Deputy Head, Group 12, to join the Senior Management Team of a highly successful, mixed 11 - 18 Comprehensive School, situated on a split site in a semi-rural setting on the outskirts of Doncaster.
Applicants should be practising Roman Catholic.
The Governors are seeking to appoint a person of high proven ability with successful experience, who is competent to undertake duties which include timetabling, curriculum planning and aspects of the day-to-day running of the School.
Application forms and further details are obtainable from the Headmaster at the School, to whom completed forms should be returned by Friday 23rd September 1983. (17396) 130012

ESSEX
THE BRAMSTON SCHOOL
Spinks Lane, Witham CM8 1EP
(Roll 1260)
Tel: (0376) 512911
SECOND MASTER/MISTRESS (Group 11)
Well qualified Graduate required for management team of Head/three deputies. Main area of responsibility will be initiating and substaining curriculum development and evaluation. Closing date: 16th September 1983.
Application form and further details available from the Area Education Officer, Crossman House, Station Approach, Braintree, Essex CM7 6QA (s.a.e. please).

ST. BENEDICT'S R.C. COMPREHENSIVE SCHOOL
Norman Way, Lexden, Colchester CO3 3US
(Roll 650)
Tel: (0206) 549228
SECOND MISTRESS/MASTER (Salary as Deputy Head Group 9)
Developing four-form entry Catholic comprehensive school. Applicants, who should be practising Roman Catholics, will share responsibility for the curricular, administrative and pastoral within the school. However, competence in teaching of Religion is essential and in the Humanities an advantage.
Further details and application forms (stamped addressed envelope please) from the Area Education Office, Park Road, Colchester. Previous applicants should indicate if they wish their applications to be re-considered. (17429) 130012

HAMPSHIRE
WESTON PARK GIRLS' SCHOOL
Winchfield Close, Southampton SO2 9JF
(12 - 16 Comprehensive NOR 560+)
Required January 1984 - Deputy Head Teacher (Group 9).
Full details available. Apply by letter to Head with curriculum vitae and names of two educational referees by 24th September, 1983. (13781) 130012

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
HERNE BAY SECONDARY SCHOOL
Required for January, 1984 a Deputy Head Teacher (Group 11). The school requires an effective, creative, hardworking, thoughtful teacher to be responsible for the pastoral care of all pupils and Head of Upper School (years 4 - 7). Re-advertisement - previous applicants still being considered.
Experience in Active Tutorial Work/Life Skills/counselling/group therapy work an advantage. Present holder of the post has recently been appointed Headmistress of a Kent Secondary School.
Letters of application, curriculum vitae and names of two referees to the Headmaster at the school in Bullockstone Road, Herne Bay, Kent. Closing date 23rd September, 1983. (18026) 130012

LEICESTERSHIRE
BEAUMONT LEYS SCHOOL
Anstey Lane, Leicester LE4 0FL
(11 - 18)
Group 12
APPOINTMENT OF SECOND DEPUTY HEAD, JANUARY 1984
This post will be demanding and calls for an enterprising experienced teacher both in curriculum (years 1 - 4) and school focused in-service work. The vacancy arises as a result of the promotion of the previous holder to a headship.
Please address enquiries for the role description (SAE) to the Head.
Apply by letter (no forms) with full particulars and names and addresses of two referees to the Head by 16th September. Letters of application will only be considered in response to the full role description. (18415) 130012

WALSALL
METROPOLITAN BOROUGH EDUCATION COMMITTEE
WILLENHALL COMPREHENSIVE SCHOOL,
Furzebank Way, Willenhall, West Midlands WV12 4BD
Required for January 1984 SECOND MASTER/MISTRESS (Group 12 Deputy Head) to join the management team of this well established purpose-built community school.
The successful applicant will be expected to undertake a broad range of duties within the school's curriculum, pastoral and administrative organisation.
Closing date 23rd September 1983.
Application forms and further details may be obtained from the Head Teacher of the School concerned on receipt of a stamped addressed envelope.
This Authority is an Equal Opportunity Employer. (15769) 130012

Remedial Posts

Scale 1 Posts

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WOODCHURCH HIGH SCHOOL
Carr Bridge Road, Birkenhead, Merseyside L49 7NG
Tel: 051-677 4159/5257
Comprehensive 11 - 18 Co-educational 1560 on Roll.
REQUIRED FROM SEPTEMBER due to late withdrawal, well qualified TEACHER OF REMEDIAL EDUCATION (SCALE 1) To join an enthusiastic and committed team.
Post suitable for first appointment.
Application forms and further details available from The Headmaster at the School (S.A.E. please), to be returned as soon as possible. Telephone applications welcomed. (18588) 131022

By Subject Classification

Arts and Design

Scale 2 Posts and above

SUFFOLK
COUNTY COUNCIL
SUDBURY UPPER SCHOOL
Tudor Road, Sudbury
(Mixed comprehensive 13 - 18; 1,135 on roll - 200 in Sixth Form)
Required for September 1983, experienced specialist ART TEACHER part-time (2 days per week or equivalent) to teach 3 dimensional work, drawing and painting to 'A', 'O' and C.S.E. levels.
Scale 2 post available for suitable applicant in return for supervisory responsibility in the department.
Further details from the Headmaster at the school. Applications to be returned as soon as possible. (16613) 131220

Scale 1 Posts

CHESHIRE
EDUCATION COMMITTEE
TARPORLEY COUNTY HIGH
Eaton Road, Tarporley
CREATIVE DESIGN
Full-time, required from 1st October to specialist in Design Education. Applicants should preferably be trained in product design or furniture design. Strong 'A' level Design groups in Design and in Art.
Please write or phone for further details and application forms. Closing date 16th September 1983. (18564) 131222

ENFIELD
LONDON BOROUGH OF ENFIELD
BISHOP STOPFORD'S SCHOOL
Brick Lane, Enfield, Middx. EN1 3PU
Roll 1030, including 120 in Sixth Form
Required immediately, a part-time teacher of ART AND FASHION AND TEXTILES. (Scale 1). The post will be for the equivalent of three days a week.
London Allowance, £645.
Applications should be made by letter direct to the Head Master, at the school, giving full details of qualifications and interests in the area of Art and Textiles work, and the names, addresses and telephone numbers of two referees. (18014) 131222

HERTFORDSHIRE
THE CAVENDISH SCHOOL
Hemel Hempstead
(Co-educational) 1,000 pupils aged 11 - 18 - 200 in the Sixth Form)
Required January 1984 (earlier if possible) teacher of Fabric & Textiles (Scale 1) to join Centre Studies Faculty. Integrated design courses in lower school; more specialised courses to G.C.E./C.S.E. and O.E.E. design course in sixth form.
Additional allowance of £246 p.a.
Letters of application (no forms) to the Headmaster as soon as possible with the name of two referees (plus s.a.e. please). (17502) 131222

KNOWSLEY
RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Northwood, Kirkby, Merseyside L33 8XF
(1,830 boys and girls, 11 - 18 years. SPA payable)
Required as soon as possible: SCALE 1 ART teacher. Ability to teach some NEEDLEWORK an advantage.
Applicants should apply by letter to the Headteacher at the above address giving details of age, qualifications and experience, together with the names of two referees within the next ten days. (18579) 131222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
HIGHFIELD SECONDARY SCHOOL
Balfour Road, Chatham, Kent
Required for January 1984, a teacher of ART/CRAFT/DESIGN. The ability to teach Pottery and Three Dimensional Studies to CSE and 'O' level and knowledge of the use of kilns essential, plus two dimensional work and History of Art to 'O' level.
Letters of application with a c.v. and the names and addresses of two referees to the Headmaster at the school.

ST JOHN FISHER SCHOOL
Ordnance Street, Chatham, Kent
co-educational - 960 on roll - 11 - 18 Comprehensive
Required for September 1983 or as soon as possible thereafter, a keen and well qualified teacher of Art, Scale 1. The successful candidate would be prepared to offer Pottery to Lower School.
A Catholic Teachers Certificate with a willingness to take some R.E. lessons an advantage.
Letters of application with a curriculum vitae and the names and addresses of two referees to the Headmaster at the school. (SAE please). (18027) 131222

SUFFOLK
SUDBURY UPPER SCHOOL
Tudor Road, Sudbury
(Mixed Comprehensive 13 - 18, 1,135 on roll - Sixth Form)
Required for September 1983, experienced specialist Art Teacher part-time (2 days per week or equivalent) to teach 3 Dimensional work, drawing and painting to 'A' 'O' and C.S.E. Levels.
Scale 2 post available for suitable applicant in return for Supervisory responsibility in the department.
Further details from the Headmaster at the school. Applications to be returned as soon as possible. (15801) 131222

Careers

Scale 2 Posts and above

NEWHAM
LONDON BOROUGH OF NEWHAM
LITTLE ILFORD SCHOOL
Browning Road, London E12 6ET
Head Teacher: Mr. S.J. Ezra
Number on roll: 1200
HEAD OF CAREERS AND GUIDANCE Scale 3
Required January 1984 or as soon as possible. A well qualified and energetic teacher with counselling skills to develop and co-ordinate school policy on Vocational Guidance, the Careers Curriculum, work experience, links with industry and recent initiatives for school leavers.
Visits are welcome. Tel: 01-478 8024.
Previous applicants will be considered.
London Allowance: £987 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 13th September 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (18585) 131420

Commercial Subjects

Scale 1 Posts

HOUNSLOW
CRANFORD COMMUNITY SCHOOL
High Street, Cranford, Hounslow TW5 9PD
Tel: 01-897 2001
Head: Mrs. Anne Jones, B.A.
Required: Teacher of Commerce From September 1983, (2 days per week).
The Business Studies Department at Cranford Community School is currently expanding to meet increased demand from 5th formers during prevocational courses and from trainees on the Youth Training Scheme. We need a teacher who enjoys working with young adults and who preferably has business/commercial experience and is familiar with computer keyboards etc.
LONDON ALLOWANCE: £645 p.a. CLOSING DATE: 16th September 1983.
For full details apply immediately to the Head enclosing a curriculum vitae and s.a.e.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (18003) 131822

Computer Studies

Heads of Department

BEDFORDSHIRE
NORTHERN AREA
HASTINGSBURY UPPER SCHOOL AND COMMUNITY COLLEGE
Hill Rise, Kempston, Beds.
Headmaster: Mr J.B. Oliver
Tel: Bedford 853636
13 - 18 Co-educational comprehensive upper school and community college
No. on roll: Approx. 800.
Group 11
Required for January 1984, a HEAD OF COMPUTER SERVICES SCALE 2. A Scale 3 post may be available for a suitably qualified and experienced candidate.
The post-holder will be required to teach up to and including 'O' level Computer Studies and will be responsible for developing appropriate Computer Courses at all levels.
It is hoped to appoint a person to promote the use of computer technology across the curriculum and advise on the phased development of hard and software.
Application forms and further details from the Headmaster, sae please.
This is a re-advertisement. (17391) 132018

Scale 1 Posts

BRISTOL
BRISTOL POLYTECHNIC
EDUCATION DEPARTMENT
SPECIAL EDUCATIONAL NEEDS
Applications are invited for the following posts within the Special Education Microelectronics Resource Centre, part of the Department of Education and Sciences Microelectronics Education Programme. The Centre aims to assist teachers in the effective use of microelectronics for children with special educational needs over an extensive region.
SENIOR CO-ORDINATOR - Ref. No. L/108
Curriculum Development
(SEMERC)
Qualified teachers are required with experience in special education. The person appointed will be responsible for co-ordinating the work of the Centre, and will also have a particular responsibility for curriculum development. Experience in the fields of computer science or microelectronics is essential.
SALARY: £11,568 per annum
CO-ORDINATOR - Ref. No. L/109
Technology
(SEMERC)
Experience in the fields of Computer Science or microelectronics is essential; administrative experience would be an advantage.
SALARY: £8,517 per annum.
Initially the appointments will be from 1 October 1983 or as soon as possible thereafter, to 31 August 1984. (Secondment might be arranged for a practising teacher).
For further details and application forms, to be returned by 14 September 1983, please contact the Personnel Office, Bristol Polytechnic, Coldharbour Lane, Frenchay, Bristol, or ring Bristol 656261, Ext. 216 or 217.
PLEASE QUOTE APPROPRIATE REFERENCE NUMBERS IN ALL COMMUNICATIONS. (17394) 132022

Gwent County Council

Required for 1st January, 1984
ST. ALBANS R.C. COMPREHENSIVE SCHOOL
Pontypool (11–18)
SECOND DEPUTY HEAD TEACHER
GROUP 10
Applications are invited from practising Roman Catholics who are well qualified academically and have experience or interest in curriculum development and in evaluation and assessment. The precise role will depend on experience and qualifications but will include considerable administrative responsibilities.
Further details and application forms obtainable from the Headmaster of the School and to be returned to Rev J. H. V. Evans, St Peter's Presbytery, Fair Hill, Fairwater, Cwmbran, Gwent, by 16th September, 1983.

SECONDARY EDUCATION
continued

Economics

Scale 1 Posts

BROMLEY
LONDON BOROUGH OF BROMLEY
ST. OLAVE'S GRAMMAR SCHOOL
Goddington Lane, Orpington, Kent BR6 9SH
Required for September 1983: Graduate to share the teaching of Economics to 'A' level and History to 'O' level in this voluntary aided selective school of 600 boys (130 in the Sixth Form). A candidate able and willing to give practical assistance with basketball, squash, cricket or rugby would be particularly welcome. Temporary one term appointment considered.
A Governors' house or flat may be available at an economic rate if this would be helpful.
Scale 1 plus £645 per annum London Area Allowance.
Application forms available from the Headmaster at the school (Tel: Orpington 30101), to whom completed forms should be returned as soon as possibe. (17579) 132222

HAMPSHIRE
HERON WOOD SCHOOL
Tongham Road, Aldershot, Hampshire
Comprehensive Boys 11 - 16
N.O.R. 750
Required as soon as possible, Scale 1 post, Teacher of Economics/Commerce to 'O' level. Ability to offer second subject, preferably Maths or Computer Studies essential. Closing date 16th September 1983.
Letter of application nominating two referees to Head Teacher with s.a.e. for details. (17405) 132222

English

Heads of Department

BIRMINGHAM
EDUCATION DEPARTMENT
HILLCREST SCHOOL
Stonehouse Lane, Birmingham B32 3AE
Tel 021 427 3172
SCALE 4 HEAD OF ENGLISH
A well qualified and experienced graduate to take charge of a lively forward looking and successful team of six teachers to teach through the age (11 - 18) and ability range including CSE, ordinary and advanced level, and Oxbridge entrance.
Application form (enclosing SAE) available from the Head Teacher. (18541) 132418

Scale 2 Posts and above

KIRKLEES
METROPOLITAN COUNCIL
Directorate of Educational Services
EARLSHEATON HIGH SCHOOL
Canterbury Road, Earlsheaton, Dewsbury, West Yorkshire WF12 7LA
(REF. 275)
Required for January 1984, teacher of ENGLISH, SCALE 2 as second (REF. 275)
Required for January 1984, teacher of ENGLISH, SCALE 2 as Second in Department in this 12 - 16 co-educational comprehensive school. The successful candidate will be expected to teach across the ability range. Experience in assessment of course-work in C.S.E., 'O' level syllabus 'D', or 16+ English would be an advantage, as would experience of teaching Drama.
Application forms (s.a.f.e. please) from the Head Teacher to whom completed forms must be returned within 14 days of this notice in the press. (18524) 132420

Scale 1 Posts

BERKSHIRE
THE PIGGOTT COMPREHENSIVE SCHOOL
Wargrave
N.O.R. 1000
TEACHER OF ENGLISH AND BOYS' P.E. (Scale 1)
See Secondary, Physical Education, Scale 1. (17401) 132422

HAMPSHIRE
SOUTH EAST HAMPSHIRE AREA
WARBLINGTON SCHOOL
Southleigh Road, Havant, Hants PO9 2RR
(12 - 16 mixed comprehensive - 860 on roll)
Required January 1984 Graduate Specialist English Teacher to teach full age and ability range - Scale 1/2. Closing date: 26th September 1983.
Apply to Headmistress, enclosing s.a.e. for details and application form. (17563) 132422

LINCOLNSHIRE
RE-ADVERTISEMENT
BOSTON HIGH SCHOOL FOR GIRLS
Roll 682
Required for September 1983. English Specialist to teach to 'O' and 'A' level. Scale 1. Temporary appointment for Autumn Term only.
Please apply immediately by letter (no formal) including C.V. and names of two referees to the Headmistress at the School, Spilsby Road, Boston, Lincs. PE21 9PF. Tel: Boston (0205) 66746. (17567) 132422

NORTH YORKSHIRE
COUNTY COUNCIL
(YORK AREA EDUCATION OFFICE)
SELBY HIGH SCHOOL
Leeds Road, Selby YO8 0HT
Co-educational 930 pupils
Required immediately Temporary Teacher of ENGLISH, Scale 1, for one year initially in the light of the Selby reorganisation.
Please apply, in writing, to the Head Teacher immediately, giving personal details, curriculum vitae, names and addresses of two referees and a S.A.E. (13799) 132422

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
WHITTON SCHOOL
Perry Road, Whitton, Twickenham, Middx. TW2 6JW
(11 - 16 mixed comprehensive)
Part-time (0.8) teacher for ENGLISH, required as soon as possible (not Tuesday and Thursday mornings).
Forms (s.a.e. please) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school as soon as possible. (17376) 132422

SUFFOLK
COUNTY COUNCIL
WESTBOURNE HIGH SCHOOL
Marlow Road, Ipswich, Suffolk IP1 5JN
TEACHER OF ENGLISH Scale 1 required immediately from September 7th 1983 for the Autumn Term only initially. 'A' level work is available for a suitably qualified candidate.
Apply by letter giving curriculum vitae and the names and addresses of two referees to the Headmaster at the school. (18932) 132422

ilea Inner London Education Authority

Secondary Vacancies

The Authority would be pleased to receive applications from suitably qualified teachers for Scale 1 posts, both temporary and permanent, in the following subjects;

Home Economics and Textiles and Dress

Posts in the Authority's teaching service carry an Inner London Allowance of £939 p.a. in addition to the Burnham Salary.

The appropriate application form may be obtained from the Education Officer (TS2), Room 67, Main Building, The County Hall, London SE1 7PB. Tel: 01-633 2101. Please state whether you are seeking a first teaching appointment.

All applications will be given equal consideration irrespective of sex, age, race, disabilities, colour, nationality; ethnic or national origins, marital status, sexual orientation, family responsibility, trade union activity, political or religious belief.

Geography

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
HIGHFIELD SECONDARY SCHOOL
Balfour Road, Chatham, Kent
Scale 2 teacher of GEOGRAPHY required from January 1984, with additional responsibility for Library and Resources Centre. Applicants should also specify other teaching subjects.
Letters of application with a c.v. and the names and addresses of two referees to the Headmaster at the school. (18028) 132620

Scale 1 Posts

EAST SUSSEX
UPLANDS COMMUNITY COLLEGE
Uplands, Wadhurst TN5 6AA
(Comprehensive, 11 - 18, 700 on roll)
Required from 1st January 1984 (or earlier if possible) a full-time teacher of Geography, scale 1. An interest in the School Council 14 - 18 project is essential. Relocation grants available in approved cases.
Further details and application forms (sae please) available from and returnable to the Head Teacher. (17407) 132622

WARWICKSHIRE
GEORGE ELIOT SCHOOL
Raveloe Drive, Nuneaton, Warwicks. CV11 4QP
(No. on roll 871)
Assistant teacher of Geography, Scale 1 from 1st January 1984. An interest in field studies would be an added recommendation.
Application forms and further details from the Headmaster. (17448) 132622

Home Economics

Scale 1 Posts

BEXLEY
LONDON BOROUGH
WELLING SCHOOL
Elsa Road, Welling, Kent DA16 1LB
Tel: 01-304 8531
Required as soon as possible, a Home Economics specialist to join a developing department, in this large, all-ability school.
L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Further details and application forms are obtainable from the Headmaster. Apply by letter to the School. (17453) 133022

DERBYSHIRE
DEINCOURT SCHOOL
Chesterfield Road, North Wingfield, Chesterfield S42 5LE
For September (or as soon as possible), for 1 year only. Teacher of Domestic Science: some library work. Scale 1.
Application by letter, with curriculum vitae and 2 referees, to the Headmaster. (S.a.e. please). (17441) 133022

HEREFORD & WORCESTER
COUNTY COUNCIL
THE WOODRUSH HIGH SCHOOL
Shawhurst Lane, Hollywood, Birmingham B47 5JW
Required for September 1983 or as soon as possible. Teacher of Home Economics to CSE and 'O' Level. Temporary Post to cover maternity leave. Scale 1.
Letters of application with curriculum vitae and the names and addresses of two referees to the Headmaster. (16779) 133022

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY
RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Northwood, Kirkby, Merseyside L33 8XF
(1,830 boys and girls, 11 - 18 years. SPA payable)
Required as soon as possible: SCALE 1. Home Economics teacher.
Applicants should apply by letter to the Head-teacher at the above address giving details of age, qualifications and experience, together with the names of two referees within the next ten days. (16577) 133022

Mathematics

Heads of Department

ESSEX
BILLERICAY SCHOOL
(Roll 1550 Main School, 260 + Sixth Form)
School Road, Billericay
Tel: 02274 55191
HEAD OF MATHEMATICS - SENIOR TEACHER GRADE.
January, 1984. Experienced graduate to lead large successful department. Examination work C.S.E., 'O', 'A' and 'S' level. Interest in computing required.
Application forms and further details from the Headteacher (foolscap s.a.e. please).

THE SANDON SCHOOL
Molrams Lane, Chelmsford
(Roll 1490)
Tel: Chelmsford 73611
MATHEMATICS, Scale 4
Required January 1984, an experienced graduate Mathematician to lead this excellent department.
Please apply by letter with c.v. to the Headteacher (foolscap s.a.e. please). (17428) 133418

Scale 2 Posts and above

BEXLEY
LONDON BOROUGH
PICARDY SCHOOL
Erith Road, Belvedere, Kent DA17 6HT
Tel: Erith 41371
Roll 1350 (140 in 6th Form)
Required for January 1984, a teacher, Scale 3, to be second in the English Faculty of this large, mixed, all-ability school. Although initially the successful candidate's responsibility will be for organising and developing one of the school's two libraries, it is expected that he/she will share administrative responsibility with the Head of Faculty and be involved in other areas of Faculty work. Pupils are taught to C.S.E., 'O' and 'A' level and all members of the Faculty teach across the age and ability ranges, including recently developed vocational sixth form courses.
Further details concerning the post are available from the Head of the School to whom completed application forms should be returned within 2 weeks of the appearance of this advertisement. Please enclose a foolscap s.a.e.
L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered. (17452) 133420

BIRMINGHAM
EDUCATION DEPARTMENT
THE MATHEMATICS RESOURCE CENTRE
Ada Road, Birmingham B9 4NG
Scale 4 Teacher of Mathematics (Secondary)
A post, initially for a period of one year, is available at The Mathematics Resource Centre from January 1st 1984. The successful candidate will be expected to produce materials for less able fourth and fifth year pupils, continuing the existing pattern as well as extending the range.
The post is under the day to day direction of the Head of Centre.
Any teacher interested in the post who is unfamiliar with the work of The Resource Centre is invited to visit.
Own transport would be an advantage in this post.
Further details and application forms are available from the Head of Centre, to whom completed forms should be returned by October 1st 1983. (18540) 133420

HAVERING
LONDON BOROUGH OF HAVERING
GAYNES SCHOOL
Brackendale Gardens, Upminster RM14 1SF
Tel: Upminster 22960
(Roll 987 Mixed)
Headteacher: L.K.M. Bonny, M.Ed., F.C.P.
TEACHER OF MATHEMATICS
Required as soon as possible to teach to 'A' and 'S' level. Possibility of a Scale 2 post available.
Letters of application should be sent to the Headteacher as soon as possible including curriculum vitae and the names of two referees. (18549) 133420

SHROPSHIRE
EDUCATION COMMITTEE
THE PRIORY SCHOOL
Longden Road, Shrewsbury
Required for January Teacher of Mathematics (Scale Two) up to and including ordinary level.
Further details (SAE) available from the Headmistress at the School. (17455) 133420

Please see main advert under - Posts other than by subject classification. (18402) 133420

Scale 1 Posts

LEICESTERSHIRE
WREAKE VALLEY COLLEGE
Parkstone Road, Syston, Leicester
In the Leicestershire plan for the reorganisation of secondary education
11 - 14 High and 14 - 18 Upper
ROLL 1342
MATHEMATICS SCALE 1
Temporary Required immediately to cover maternity leave, to join a large department.
Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (18315) 133422

Modern Languages

Heads of Department

BERKSHIRE
EASTHAMPSTEAD PARK SCHOOL
Easthampstead Park, Wokingham, Berks. RG11 3DF
N.O.R. 1550
Required for January 1984, HEAD OF MODERN LANGUAGES (Scale 4).
The teaching of French, German and Chinese is well established up to 'A' level. In addition to proven ability and wide experience, candidates should have the enthusiasm and energy to make this vitally important area of the curriculum a rewarding experience for all pupils within the school.
For full details write to The Principal (SAE). Tel: Wokingham 780916.
Berkshire County Council is an equal opportunity employer. (17505) 133618

Scale 2 Posts and above

Please see main advert under - Posts other than by subject classification. (18401) 133620

Scale 1 Posts

BARNET
LONDON BOROUGH
SOUTHAW SCHOOL
Russell Lane, Whetstone, N20 0AX
01-368 6126
Girls' Comprehensive 11 - 18
Required January 1984 (or from November 1, 1983 if available) Teacher of GERMAN (4th & 5th Years CSE/O), FRENCH STUDIES (6th Year CEE) and possibly 'A' LEVEL GERMAN. Scale 1. This will be a part time appointment (0.8 with 'A' Level, 0.6 without). The appointment will cover the 1983/84 academic year with the possibility of extension beyond that date.
The department is accommodated in a modern suite of rooms with excellent facilities.
Apply in writing to Head Teacher with full c.v. and names of two referees by 15th September, 1983, S.A.E. Director of Educational Services. (18016) 133622

Gwent County Council
Required for 1st January, 1983
Applications are invited from qualified teachers for the following vacancies.
DUFFRYN COMPREHENSIVE SCHOOL NEWPORT (11–18)
ECONOMICS
Experienced graduate to take charge of a well established and successful subject both at O and A Level as well as a share of teaching for the sixth form B.E.C. Course. Scale 2 for successful applicant.
QUEENS COMPREHENSIVE SCHOOL NEWPORT (11–18)
(a) MATHEMATICS
Graduate to be second in a large department and to teach throughout the school. Ability to teach A Level Pure Mathematics and Statistics would be an advantage. Scale 3 for suitable candidate.
(b) PHYSICS
Graduate to be second in department and to teach throughout the school up to and including A level. Scale 2 for successful candidate.
(c) PHYSICS
Opportunities to teach through to A Level for suitable candidate.
Application forms and further information where available, obtainable from Director of Education, Education Department, County Hall, Cwmbran, Gwent NP44 2XG on receipt of stamped addressed envelope and should be returned to the Head Teachers by 16th September, 1983.

Music

Heads of Department

BIRMINGHAM
EDUCATION DEPARTMENT
CARDINAL WISEMAN R.C. SCHOOL
Old Oscott Hill, Birmingham
Tel: 360 6383
Scale 3 Head of Music. Catholic preferred.
Application form (enclosing SAE) available from the Head Teacher. (18[illegible])

WARWICKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
PERIPATETIC MUSIC SERVICE
HEAD OF STRINGS, BURNHAM SCALE 4
Applications are invited from suitably qualified, experienced teachers for this post.
Further details and application forms are available on request (please enclose S.A.E.) from the County Education Office (ref: PS/IT) to be returned by 30th September 1983. Informal enquiries may be made of Mr. D.R. [illegible], County Music Adviser, telephoning Warwick 493431, Ext. [illegible]. (17446)

Scale 2 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES AREA
LORD GREY SCHOOL
Rickley Lane, Bletchley, Milton Keynes
(mixed comprehensive - approximately 950 on roll)
Required for January 1984, Head of Music, Scale 3. The successful candidate will be expected to display a proven belief in practical music making, combined with an awareness of the rigorous demands of 'A' level in this discipline. There is a purpose-built Music Block with practice rooms, group teaching room, office, etc. The school has a long acknowledged tradition in choral and orchestral work and is strongly supported by a team of visiting teachers. The Head of Department will need energy and enterprise to further develop the existing work.
Assistance with removal expenses and rented housing may be available in approved cases and there is a scheme of housing to buy in the area.
Apply by letter to the Head, S. Hughes B.Sc., giving full curriculum vitae and names and addresses of two referees. Please enclose a stamped addressed envelope for further details. Previous applicants should indicate if they wish to be reconsidered. (17415)

Scale 1 Posts

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY
KNOWSLEY HEY COMPREHENSIVE SCHOOL
Hoel Road, Huyton, Merseyside L36 6DE
(1450 boys and girls, 11 - 18 years)
Required as soon as possible, SCALE 1 teacher for MUSIC and ENGLISH combined. To make a contribution to teach English across the age range.
Further details available on receipt of s.a.e. Applicants should apply by letter to the Headteacher giving details of age, experience, qualifications, extra-curricular activities and the names of two referees, within the next ten days. (18578) 133[illegible]

SECONDARY MUSIC
continued

LONDON
ST MARTIN-IN-THE-FIELDS HIGH SCHOOL
155 Tulse Hill, SW2
Tel: 674 5594
Church of England Comprehensive School for 550 girls
A temporary full-time teacher of Music is required for the Autumn term only, to take classes in Years 1 - 3 and if possible Ordinary Level groups in Years 4 and 5. There is a possibility of an Acting Head of Department post for a candidate with suitable qualifications and experience.
Apply immediately (no closing date) to the Headmistress, enclosing curriculum vitae, copies of testimonials and names of two referees. (17565) 133822

Physical Education

Scale 1 Posts

BERKSHIRE
PIGGOTT COMPREHENSVE SCHOOL
Twyford Road, Wargrave
N.O.R. 1,000
Required January 1984, TEACHER OF ENGLISH & BOYS P.E.
(Scale 1). A full-time teacher of English and Boys P.E. is required. This year's timetable requires one third English and two thirds P.E. Excellent facilities for both subjects. Applicants must be prepared to help with extra curricula activities and be well qualified to coach games. Apply with SAE, enclosing curriculum vitae to the Headmaster.
Closing date September 19th, 1983.
Berkshire County Council is an equal opportunity employer. (17402) 134222

BUCKINGHAMSHIRE
MILTON KEYNES AREA
LORD GREY SCHOOL
Rickley Lane, Bletchley, Milton Keynes
(mixed comprehensive - approximately 950 on roll)
Required for 1 November 1983, a specialist teacher for girls' PE to join an active, well-established Department in a school with good facilities and with growing community links. Scale 1.
This is a temporary appointment to cover maternity leave.
Applicants should be able to offer a wide variety of physical activities.
Apply by letter to the Headteacher, S. Hughes, B.Sc., giving full curriculum vitae and the names and addresses of two referees. (17419) 134222

DONCASTER
DANUM SCHOOL
Armthorpe Road, Doncaster DN2 5QD
Tel: Doncaster 831385
Required for September term Teacher of Boys' P.E. and Games - Scale 1. Initially a one term contract.
Danum School is a 13 - 18 co-educational comprehensive school of 1350 pupils, sixth form 170.
Apply by letter to the Headmaster at the school. (18006) 134222

HERTFORDSHIRE
BOWES LYON HIGH SCHOOL
Bedford Road, Hitchin, Herts.
Required for September 1983, a qualified Teacher for Boys' P.E. & Games. This is a temporary contract for half a term only in the first instance.
Applications and curriculum vitae, together with the name & address of one person to whom confidential reference may be made, should be sent to the Headmaster at the School as soon as possible. (13790) 134222

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated:
Closing date for receipt of application is: 16th September 1983.
In respect of posts in primary, middle and special schools, forms are available from and should be returned to the Director of Education, Selectapost 17, Merrion House, 110 Merrion Centre, Leeds LS2 8DT.
For posts in secondary and high schools, application by letter should be made to the head teacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence.
Applications requiring acknowledgement and requests for forms and/or details must be accompanied by a stamped, addressed envelope.
Leeds is an Equal Opportunity employer.

SPECIAL SCHOOLS
SCALE 2 POSTS
STONEGATE SCHOOL
(No on roll: 35; 9–18 years)
Stonegate Road, Leeds LS6 4QJ
Telephone: 786464
Head Teacher: Mr N. R. Richardson
Required for January, 1984 for this school for children with behavioural problems.
NE952 Teacher to be responsible for the co-ordination of Mathematics.
NE953 Teacher to be responsible for the co-ordination of English.
NE954 Teacher to be responsible for the teaching of Science and the co-ordination of practical subjects.
Further details from the Head Teacher.

SCALE 1 POST
NW955 TRANFIELD SCHOOL
(No on roll: 130; 4–18 years)
Back Lane, Guiseley LS20 8LS
Telephone: Guiseley 76362
Head Teacher: Mr P. Isherwood MEd, MBIM
Required for January 1984, a teacher to develop Craft and Design and to assist with a recently established post 16 Course at this all age school for pupils with moderate special education needs.

PRIMARY SCHOOL
HEADSHIP (GROUP 6)
E956 SEACROFT GRANGE PRIMARY SCHOOL
(No on roll: 322; 5–9 years + nursery)
Moresdale Lane, Leeds LS14 6JR
Telephone: 605385
Acting Head Teacher: Mr H. Hyatt
Required for January 1984, Headteacher for this Group 6 Social Priority Primary School. Further details from the Director of Education

MIDDLE SCHOOLS
SCALE 2 POST
NW957 HOLY TRINITY CE (AIDED) MIDDLE SCHOOL
(No on roll: 284; 9–13 years)
Green Lane, Cookridge, Leeds LS16 7EZ
Telephone: 678845
Head Teacher: Mr N. H. Green
Required for January 1984, experienced teacher to be in charge of Mathematics and Science, also a keen interest in computer work. Applications particularly invited from communicants of the Church of England. Application forms and further details available from the Head Teacher.

SCALE 1 POST
NW958 BLENHEIM MIDDLE SCHOOL
(No on roll: 260; 9–13 years)
Crowther Place, Leeds LS6 2ST
Telephone: 451580
Head Teacher: Miss T. Lappin
Required for January 1984, teacher of pupils with learning difficulties and special educational needs. Please state other skills and interests.

HIGH/SECONDARY SCHOOL
TEMPORARY POST
SCALE 1
NE959 ROUND-DAY SCHOOL
(No on roll: 1,280; 13–18 years)
Old Park Road, Leeds LS8 1JU
Telephone: 650051
Head Teacher: Mr D. K. Mackie BSc, MEd
Required for September 1983, temporary, for one term, Graduate Physicist, to teach to 'O' and 'A' level.
Closing date 12th September, 1983.

HAVERING
LONDON BOROUGH OF HAVERING
REDDEN COURT SCHOOL
Cotswold Road, Harold Wood, Romford RM3 0TS
(Roll 730 Mixed)
Tel: Ingrebourne 42293
Headteacher: B.A. Groome, M.A.
TEACHER OF GIRLS PHYSICAL EDUCATION AND FRENCH Scale 1 required as soon as possible. Vacancy created by resignation of post holder after maternity leave.
Timetable consists of 4/5ths P.E. and 1/5rd French. Ability to teach P.E. and Games to girls of all ages essential. French to C.S.E. level desirable. Applications from newly qualified teachers welcome.
Letters of application should be sent to the Headteacher at the school enclosing curriculum vitae and quoting two referees. (16785) 134222

NORFOLK
LYNN GROVE HIGH SCHOOL
Lynn Grove, Gorleston, Gt. Yarmouth NR31 8AP
700 mixed
Required for September, 1983.
Temporary Scale 1 Teacher of Girls' P.E. (initially for one year). Candidates should state other subjects offered.
Application by letter, enclosing curriculum vitae with the names of two referees, to the Headmaster at the school as soon as possible. (18573) 134222

Science

Heads of Department

AVON
EDUCATION COMMITTEE
CHEW VALLEY SCHOOL
Chew Magna, Bristol
1000 Mixed Comprehensive 11 - 18
Required for January 1984 Head of Biology, Scale 2, for a suitably qualified and experienced teacher. The vacancy is due to the promotion of the present holder to a Scale 4 Head of Department post. The Science department has an excellent record of success in C.S.E., 'O' level, 'A' level and scholarship level work.
The school stands in the heart of the countryside overlooking Chew Valley Lake, and is situated 8 miles south of Bristol.
Further information and application forms can be obtained from the headmaster on receipt of a stamped addressed envelope. (17382) 134818

BIRMINGHAM
EDUCATION DEPARTMENT
BARTLEY GREEN SCHOOL
Adams Hill, Birmingham B32 3QJ
Tel: 021 476 9247
Scale 3, Head of Physics required to join Department of 5 full time Science Teachers. Courses leading to 'O' level and C.S.E.
Application form (enclosing s.a.e.) available from the Head Teacher. (18539) 134818

BIRMINGHAM
EDUCATION DEPARTMENT
WAVERLEY SCHOOL
Hobmoor Road, Birmingham B10 9BT
Tel: 021 772 1780
Scale 3 Head of Physics Department required as soon as possible. Ability to teach to 'O' level and CSE level. One years 'O' level work to be completed.
Application form (enc. s.a.e.) available from the Headteacher. (18538) 134818

Scale 2 Posts and above

ENFIELD
LONDON BOROUGH OF ENFIELD
WINCHMORE SCHOOL
Laburnum Grove, London N21 3HS
PHYSICS TEACHER: SCALE 2
Required for January 1984, or earlier, a graduate PHYSICIST for this eight form entry comprehensive school. The school has nine well-equipped laboratories and offers Physics at 'A' level (Nuffield), 'O' level and C.S.E.; and Electronics at 'O' level and C.S.E.
London Allowance, £645. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (foolscap SAE) obtainable from the Head Teacher at the School, to be returned as soon as possible. (18013) 134820

Please see main advert under - Posts other than by subject classification under Science: Posts on Scale 2 and above. 134820 (18403)

Scale 1 Posts

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
HAUGH SHAW SECONDARY SCHOOL
Moorfield Street, Halifax HX1 3ER
Required immediately for this 11 - 16 secondary modern school a teacher of BIOLOGY & GENERAL SCIENCE with some Chemistry (Scale 1) to teach throughout the school to 16+ and C.S.E. level.
Letters of application to the Headteacher by 12th September 1983 giving full details of qualifications and experience, and names and addresses of two referees. (16609) 134822

KNOWSLEY
RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Northwood, Kirkby, Merseyside L33 8XF
(1,830 boys and girls, 11 - 18 years. SPA payable)
Required as soon as possible: SCALE 1. General Science teacher who can teach PHYSICS up to 3rd year.
Applicants should apply by letter to the Headteacher at the above address giving details of age, qualifications and experience, together with the names of two referees within the next ten days. (18580) 134822

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
SEVEN KINGS HIGH SCHOOL
Ley Street, Ilford IG2 7BT
Tel. 01-554 8935
Head: Miss M.B. Evans, M.A.
Required from September, a teacher of Physical Sciences preferably with Physics at least to C.S.E. standard and Lower School General Science for this 7 f.e. split-site mixed comprehensive school. An interest in teaching Computer Studies would be a recommendation.
The post is on Scale 1 with Outer London Allowance.
Please apply to the Head giving full details and the names and addresses of two referees as soon as possible. (18404) 134822

SUTTON
WILSON'S SCHOOL
Wallington, Surrey SM6 9JW
Required at this Voluntary Aided School for 750 boys temporarily for the autumn term as a result of illness, a Biologist to teach the subject to 'A' level, (a candidate to teach to 'O' level only would be considered).
The School has a VIth Form of 150 boys, all engaged in 'A' level courses while the Lower School mainly comprises boys of good academic ability.
Applications should be sent to the Headmaster at the School immediately, giving the names of two referees. 134822

WALSALL
METROPOLITAN BOROUGH EDUCATION COMMITTEE
Barr Beacon Comprehensive School
Old Hall Lane, Aldridge, Walsall WS9 0RF
Physical Scientist, Scale 1, required as soon as possible. An interest in Technology would be desirable. Closing date 6th September 1983.
Application forms and further details may be obtained from the Head Teacher of the School concerned on receipt of a stamped addressed envelope.
This Authority is an Equal Opportunity Employer. (18563) 134822

WIRRAL
LONDON BOROUGH OF WIRRAL
WOODCHURCH HIGH SCHOOL
Carr Bridge Road, Birkenhead, Merseyside L49 7NG
Tel: 051-677 4159/5257
Comprehensive 11 - 18 Co-educational 1560 on Roll.
REQUIRED FROM MONDAY, OCTOBER 3rd 1983 TEMPORARY TEACHER OF SCIENCE - (Chemistry/General Science - SCALE 1 To replace a permanent colleague on Maternity leave.
Salary for this post payable on a daily rate basis.
Application forms and further details available from The Headmaster at the School (S.A.E. please), to be returned as soon as possible. Telephone application welcomed. (18587) 134822

Social Studies

Scale 1 Posts

HAMPSHIRE
GOSPORT, BAY HOUSE SCHOOL
Gomer Lane, Alverstoke, Gosport
Required from 1st October 1983, Scale 1 teacher of Sociology to 'O' and 'A' Level within Social Science Department. Permanent Post.
Apply by C.V. and covering letter to the Headmaster. Closing date 13th September. (17564) 135022

Lancashire County Council

An Equal Opportunities employer

Unless otherwise stated, the following are required for 1st January, 1984. Closing date: 15th September, 1983.
Secondary Schools
Forms/further details from/to Headteacher at the school. SAE please.

Re advertisement
BLACKPOOL ST. MARY'S RC HIGH, (AIDED)
Newton Drive, Blackpool (1,557 on Roll, Mixed inc 200 in 6th Form)
SCALE 4 – HEAD OF MATHEMATICS DEPARTMENT

FULWOOD COUNTY HIGH
Black Bull Lane, Fulwood, Preston (1,014 on Roll)
SCALE 4 – HEAD OF MATHEMATICS

SKELMERSDALE COLLEGE
Northway, Skelmersdale (650 on Roll + MSC students)
SCALE 4 – SENIOR TUTOR – PHYSICAL SCIENCE
Forms/further details for this post only from/to the Principal at the College.

BLACKPOOL ST. MARY'S RC HIGH (AIDED)
St. Walburga's Road, Blackpool (1,557 on Roll, Mixed inc 280 in 6th Form)
SCALE 3 – SECOND IN THE MATHEMATICS DEPARTMENT

WALTON-LE-DALE LOSTOCK HALL COUNTY HIGH
Todd Lane North, Lostock Hall, Preston (841 on Roll)
SCALE 3 – SECOND IN MATHEMATICS DEPARTMENT

Re-advertisement
BRIERFIELD MANSFIELD HIGH
Elland Road, Brierfield, Nelson (958 on Roll, Mixed 11–16 comp)
SCALE 3 – ENGLISH AND COMPENSATORY EDUCATION. RESPONSIBILITY FOR LANGUAGE POLICY THROUGHOUT THE SCHOOL

Re-advertisement
LYTHAM ST. BEDE'S RC HIGH (SPECIAL AGREEMENT)
Talbot Road, Lytham (638 on Roll, 11–16)
SCALE 2 – COMPUTER STUDIES WITH MATHEMATICS

BLACKPOOL HIGHFIELD HIGH
Highfield Road, Blackpool (1,020 on Roll)
SCALE 2 – HEAD OF PHYSICAL EDUCATION (BOYS')

PRESTON RIBBLETON HALL HIGH
Ribbleton Hall Drive, Preston (995 on Roll)
SCALE 2 – HEAD OF DOMESTIC SCIENCE

FULWOOD ST. CUTHBERT MAYNE RC HIGH (AIDED)
St. Anthony's Drive, Fulwood, Preston (917 on Roll)
SCALE 2 – ENGLISH

ORMSKIRK CROSS HALL HIGH
Wigan Road, Ormskirk (1,312 on Roll, mixed)
SCALE 2 – MATHEMATICS

Re advertisement
CLITHEROE RIBBLESDALE COUNTY SECONDARY
Queen's Road, Clitheroe (1,126 on Roll)
SCALE 1 – GEOMETRICAL DRAWING WITH GENERAL SUBJECTS

Re-advertisement
BLACKPOOL GREENLANDS HIGH
Bispham Road, Blackpool (1,170 on Roll, inc 70 in 6th Form, 11–18 Girls)
SCALE 1 – CHEMISTRY

ORMSKIRK GRAMMAR
Ruff Lane, Ormskirk (1,080 on Roll)
SCALE 1 – TECHNICAL SUBJECTS, ESPECIALLY ENGINEERING DRAWING UP TO 'O' LEVEL WITH POSSIBILITY OF 'A' LEVEL

Re-advertisement
BURNLEY TOWNELEY HIGH
Towneley Holmes, Burnley (1,147 on Roll, Co-ed 11–16)
1st January, 1984, or as soon as possible.
SCALE 1 – MATHEMATICS

Miscellaneous
INSTRUMENTAL MUSIC TEACHING SERVICE (REGION 4)
(CHORLEY LEYLAND ORMSKIRK AREAS)
SCALE 1 – PERIPATETIC TEACHER OF STRINGED INSTRUMENTS (CELLO/DOUBLE BASS). SUITABLE AS A FIRST TEACHING APPOINTMENT.

INSTRUMENTAL MUSIC TEACHING SERVICE (REGION 3)
(PRESTON, PENWORTHAM AND LONGRIDGE AREAS)
SCALE 1 – PERIPATETIC TEACHER OF BRASS INSTRUMENTS (SPECIALISATION IN FRENCH HORN AN ADVANTAGE). THIS POST IS SUITABLE AS A FIRST TEACHING APPOINTMENT.
Forms/further details for the above two posts only, from/to Chief Education Officer, PO Box 61, County Hall, Preston. (Ref: 6/MAM).

SECONDARY EDUCATION
continued

Speech and Drama

Heads of Department

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
HEATON MANOR COMPREHENSIVE SCHOOL
APPOINTMENT OF HEAD OF DRAMA (SCALE 3 POST)
Required from January 1984, an enthusiastic and well qualified specialist for appointment as Head of Drama.
Drama has a central role within the curriculum and the school is equipped with three specialist drama studios.
Application forms and further details are obtainable from and returnable to the Head Teacher, Heaton Manor School, Jesmond Park West, Newcastle upon Tyne NE7 7DP by Friday 16th September 1983. (18416) 135218

Technical Studies

Heads of Department

BIRMINGHAM

EDUCATION DEPARTMENT
JAFFRAY SCHOOL
Fentham Road, Birmingham B23 6AB
Tel: 021 373 1425
Scale 3 Head of Craft Design and Technology required as soon as possible.
Application forms (enclosing SAE) available from the Head Teacher. (18355) 135418

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
THE TOWERS SCHOOL
Faversham Road, Kennington, Ashford
Roll: 1150
Co-educational
HEAD OF TECHNICAL STUDIES DEPARTMENT, Scale 4
Teacher with special interest in developing Engineering and Design Technology, as well as being responsible for the traditional crafts of Woodwork, Metalwork and Technical Drawing.
The School has a major commitment to Technology and has a purpose-built unit housing Engineering Workshop, Metalworkshops, 2 Woodwork rooms, an Engineering Drawing room and Electronics/Control Technology Laboratory, all of which are excellently equipped.
Detailed Job Specification available from the School.
Application by letter to the Headmaster, Mr G.S. Foster, enclosing names and addresses of two referees. (18099) 135418

NORTHUMBERLAND

PRUDHOE COUNTY HIGH
Moor Road, Prudhoe NE42 5LJ
(Group 11, 13 - 18 Comprehensive, 855 pupils inc. 165 in 6th form)
HEAD OF DEPT. - TECHNICAL STUDIES (Scale 3)
Required from 1st January '84 experienced teacher of Craft, Design, Technology, with experience of teaching GCE 'O' level Modular Technology & GCE 'A' level Engineering. Knowledge of modern methods of Technical Graphics and Microcomputing plus a design approach to teaching and background of industrial experience in advantage. Removal expenses/lodging allowance may be payable.
Application form (foolscap sae) returnable 16.9.83, from Head. (18597) 135418

Scale 2 Posts and above

BIRMIGHAM

EDUCATION DEPARTMENT
ARDEN SCHOOL
Bordesley Green Road, Birmingham B9 4TR
Tel: 021 772 1881
Required as soon as possible, teacher of Metalwork for 11 - 16 age range with ability to teach C.S.E. and possible 'O' level. Scale 2/3 post available for suitably qualified and experience teacher.
Application form (inc. s.a.e.) available from the Headteacher. (18545) 135420

CUMBRIA

COUNTY COUNCIL
THORNCLIFFE SCHOOL
Thorncliffe Road, Barrow In Furness LA14 5QP
(Mixed comprehensive, 11 - 16 years, Group 11)
CRAFT, DESIGN, TECHNOLOGY DEPARTMENT.
Scale 2 post
Required for 1.1.84., enthusiastic teacher to co-ordinate work for years 1 - 3.
Teaching committments include woodwork examination work. Courses in the department include 'O' level Design and the teaching must therefore be versatile. The school has 4 workshops and 2 drawing offices.
Application forms from and returnable to the Head by 16.9.83 (sae please). (18521) 135420

NORTHUMBERLAND

PRUDHOE COUNTY HIGH
Moor Road, Prudhoe NE42 5LJ
(Group 11, 13 - 18 Comprehensive 855 pupils inc. 165 in 6th form)
TEACHER OF TECHNICAL STUDIES (scale 2). Required from 1st January 1984, experienced teacher of Craft, Design, Technology with experience of teaching G.C.E. 'O' level Modular Technology & G.C.E. 'A' level Engineering. Knowledge of modern methods of Technical Graphics and Microcomputing plus a design approach to teaching and background of industrial experience an advantage. Removal expenses/lodging allowance may by payable.
Application form (foolscap sae) returnable 16.9.83, from Head. (18596) 135420

NEWHAM

LONDON BOROUGH OF NEWHAM
WOODSIDE SCHOOL
Woodside Road, London E13
Head Teacher: M. Walton
Number on roll: 900
HEAD OF CRAFT DESIGN TECHNOLOGY
Scale 3
Required January 1984.
An enthusiastic and well-qualified teacher is required to lead the team of Technical/Craft Teachers with the Creative Arts Faculty. The person appointed would be responsible for five technical staff, and would work in close cooperation with the other members of the Faculty, within the purpose-built Creative Arts area.
Previous applicants will be considered.
London Allowance: £939 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 13th September 1983.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH. (17424) 135420

ESSEX

THE SANDON SCHOOL
Molrams Lane, Chelmsford
(Roll 1490)
Tel: Chelmsford 73611
CRAFT, DESIGN, TECHNOLOGY, Scale 3
Required January 1984 an experienced, well-qualified teacher to be Second in a very successful, progressive department: with ability to teach all aspects of CDT including Modular 'A' level Technology.
Apply by letter to the Headteacher with c.v. (foolscap s.a.e. please). (17431) 135420

NEWHAM

LONDON BOROUGH OF NEWHAM
EASTLEA SCHOOL
Hilda Road, London E16 4NP
Head Teacher: C.G. Holmes
Number on roll: 1030
HEAD OF CRAFT DESIGN TECHNOLOGY Scale 3
Required January 1984 A well qualified C.D.T. specialist who is experienced in all subject areas with a main interest in metal and plastics, to become a member of a 'Design' team of four.
The successful candidate must be prepared to assist in the teaching of woodwork and graphical communication.
London Allowance: £987 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Director of Education, to whom completed forms should be returned by 13th September 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (18584) 135420

WARWICKSHIRE

HENLEY-IN-ARDEN HIGH SCHOOL
Required from January 1984 a fully qualified Craft Teacher for Woodwork, who has a keen interest in Craft, Design and Technology. Scale 1 post, but Scale 3 available for suitably qualified and experienced teacher.
Application forms and further details are available from the Head at the school. Closing date 21st December 1983 (enclose s.a.e.). (17447) 135420

Scale 1 Posts

DORSET

SELDOWN SECONDARY BOYS' SCHOOL
Kingland Road, Poole
(480 on roll)
Required November 1983 or January 1984, teacher of Technical Drawing (Scale 1) to teach subject to C.S.E. and 'O' Level.
Because the present postholder is seeking retirement under Job Release Scheme applicants for this vacancy are restricted to those who are currently registered as unemployed.
Application forms and further details from the Headmaster on receipt of s.a.e. (16116) 135422

HAMPSHIRE

HERON WOOD SCHOOL
Tongham Road, Aldershot, Hampshire
Comprehensive Boys 11 - 16
N.O.R. 750
Required as soon as possible Craft, Design, Technology Teacher with particular interest in Metalwork and engineering drawing Scale 1 post.
Closing date 16th September 1983.
Letter of application nominating two referees to Head Teacher with s.a.e. for details. (17406) 135422

HARROW

EDUCATION COMMITTEE
HATCH END HIGH SCHOOL
Headstone Lane, Harrow, Middlesex
Tel: 01-428 4330
Required for one term only from September 1983. The School is a co-educational High School for pupils aged 12 - 16. The Department prepares pupils for 'O' level and CSE in metal work, woodwork, graphical communication and design and technology.
Applications will be welcomed from qualified teachers who are able to teach metal work and at least one other technical subject.
An above scale post (Scale 2 or Scale 3) might be available for applicant with suitable experience.
Apply by letter enclosing curriculum vitae to the Headteacher.
Application forms from and to be returned to by 9th September, 1983. Please enclose stamped addressed envelope. (18022) 135422

NEWHAM

LONDON BOROUGH OF NEWHAM
LITTLE ILFORD SCHOOL
Browning Road, London E12 6ET
Head Teacher: Mr. S.J. Ezra
Number on roll: 1200
TEACHER OF CRAFT, DESIGN AND TECHNOLOGY
Scale 1
Required January 1984 or as soon as possible. A qualified teacher of Design with interest in a multi-media approach to join a large well-established and well-equipped Department.
Visits are welcome. Tel: 01-478 8024
London Allowance: £987 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 13th September 1983.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH. (18583) 135422

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
RIDE SECONDARY SCHOOL
Carnation Road, Walling Street, Strood, Rochester, Kent
Required for September 1983, or as soon as possible thereafter, a temporary teacher for WOODWORK or CRAFT and BOYS' PHYSICAL EDUCATION in the lower School. Initially a temporary two-subject appointment, this could become a permanent post for a Specialist teacher of Technical Studies. This is an 8 form entry mixed secondary school with 5 well equipped workshops.
Please apply to the Headmaster at the school, enclosing curriculum vitae and the names and addresses of two referees. (18030) 135422

Other than by Subject Classification

Scale 2 Posts and above

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE
Required from January 1984, or earlier if possible: well qualified and experienced teachers of Physics and/or Chemistry, Mathematics and Modern Languages to join the Authority's permanent unattached secondary secondary staff.
Unattached staff are used to fill vacancies of a medium or long-term nature in secondary schools.
The posts are on Scale 3 with Outer London Allowance; a travelling allowance of £120 p.a. is also payable.
Further details and application forms are available from K.G.M. Ratcliffe, MA MEd., Director of Educational Services, Lynton House, 255-259 High Road, Ilford, Essex IG1 1NN.
Closing date: 23rd September 1983. (18600) 135620

Scale 1 Posts

LIVERPOOL

PERMANENT UNATTACHED SCALE 1
Required for September 1983 or as soon as possible thereafter to teach Mathematics, Modern Languages, Physics, Commerce, Home Economics, Music and Craft, Design and Technology. Experienced and first appointment Teachers will be considered.
Application forms (Staffing Form T.S.) are obtainable (SAE) from the Director of Education, 14 Sir Thomas Street, Liverpool L1 6BJ to whom they should be returned by 12th September. (13788) 135620

WAKEFIELD

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
APPOINTMENT OF TEMPORARY TEACHERS IN SECONDARY SCHOOLS
Secondary trained/experienced teachers required for temporary employment during the Autumn Term.
Specific vacancies include: CASTLEFORD HIGH SCHOOL - Music
Normanton Freeston High School - MATHEMATICS
Ossett School - MATHEMATICS
Outwood Grange - BIOLOGY
Pontefract Carleton High School - ENGLISH
Please apply by letter to Chief Education Officer, Education Department, Bond Street, Wakefield WF1 2QL. (13780)

Special Education

Headships

DEVON

Please see displayed advertisement on Page XX.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
GLEBELANDS CLOSE SUPERVISION AND SHORT STAY ADOLESCENT UNIT (with education on the premises)
Harrietsham
Required January 1984 Teacher-in-Charge, Scale ...
Applications are invited for the post of teacher-in-charge of the above short stay centre, which will admit boys and girls of secondary school age into one of two units which combine to form the establishment. One will be an Emergency and Remand Centre, admitting 20 adolescents and the other will be a Close Supervision Unit, admitting ... adolescents. The teaching staff consist of teacher in Charge + 3 Assistant Teachers. Applicants should have good experience of working with disturbed and delinquent adolescents, preferably in residential establishments.
Application form and details (S.A.E. please) available from Divisional Education Officer, Astley House, Hastings Road, Maidstone ME15 7SQ. Closing date ... September 1983. (1803...)

LANCASHIRE COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
EDUCATION DEPARTMENT
BLACKPOOL PARK E.S.N.(M) Blackpool
(Mixed 160 on Roll)
1st January, 1984 HEADTEACHER - GROUP 8 (S).
For application forms and addresses to whom completed form should be sent, send SAE (foolscap) to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ.
Closing date: ... September, 1983. (174..)

MANCHESTER

CITY OF MANCHESTER EDUCATION COMMITTEE
RESIDENT HEADTEACHER
Group 4(S)
Required for January 1984 at Buglawton Hall School, Congleton, Cheshire, a ... school for boys with social and Emotional problems.
Application forms and further details from the Chief Education Officer, Crown Square, Education Offices, Manchester M60 ...
Closing date: 30 September 1983. (18008)

CYNGOR SIR DYFED COUNTY COUNCIL

REQUIRED AS SOON AS POSSIBLE

1. BRYNGWYN COMPREHENSIVE SCHOOL, DAFEN, LLANELLI (Group ...)
A Graduate Teacher of ENGLISH (Scale 1) to teach up to G.C.E. 'O' and 'A' level.
Application forms and further details available from the Headteacher on receipt of a stamped addressed envelope to whom they should be returned by 16th September, 1983.

2. EMLYN SECONDARY SCHOOL, NEWCASTLE EMLYN (Group 9)
Qualified teacher of PHYSICS to include Electronics and to assist with Computer Studies. Scale II post for suitable candidate.
Applications forms available from the Headteacher on receipt of a stamped addressed envelope to whom they should be returned by 16th September, 1983.
YN EISIAU ERBYN 1af IONAWR, 1984

3. ATHRO BRO YNG NGHYLCH ABERGWAUN (Graddfa 2)
Bydd yr Athro Bro (gwryw neu fenyw) yn gwasanaethu ysgolion cynradd y dalgylch ... bennaf gan gyflwyno'r Gymraeg fel mamiaith ac ail iaith yn adran y babanod ... lau. Gall helyd gynorthwyo i bontio rhwng yr ysgolion cynradd a'r ysgolion ... fod. Bydd gan y sawl a apwyntir helyd gyfrifoldebau gwersyll.
Gellir cael ffurflenni cais ar dderbyn amlen yn dwyn cyfeiriad a stamp ... Cyfarwyddwr Addysg, Adran Addysg, Plowhwyd, Caerfyrddin, SA31 ... dychwelyd iddo erbyn 16fed Medi, 1983.

4. YSGOL GYNRADD PRENDERGAST, HWLFFORDD
ATHRO/ATHRAWES (Graddfa 1) i ddysgu yn yr UNED GYMRAEG ... ymgeiswyr fod yn gwbl rhugl yn y Gymraeg gyda diddordeb a chymhwyster ... trwy gyfrwng y Gymraeg.

5. Gwahoddir ceisiadau oddi wrth athrawon trwyddedig am swydd ATHRO/ATHRAWES BABANOD (Graddfa 1) yn yr ysgolion isod:
a) YSGOL GYNRADD LLANYCHLLWYDOG, ABERGWAUN (Grŵp 1)
b) YSGOL GYNRADD WIRFODDOL MANORDEIFI, BONCATH (Grŵp 1)
c) YSGOL GYNRADD WIRFODDOL LLANDDEWI FELFFRE, ARBERTH (Grŵp 1)
Rhaid i'r ymgeiswyr fod yn rhugl yn y Gymraeg. Byddai cymhwyster i ganu'r piano yn fantais.

6. AIL-HYSBYSEB YSGOL Y BABANOD, HEYWOOD LANE, DINBYCH-Y-PYSGOD
Athro/athrawes drwyddedig i ddysgu yn Uned Gymraeg yr adran ...
(Graddfa 1).
Rhaid i'r ymgeisydd fod yn gwbl rhugl yn y Gymraeg ac wedi astudio'r Gymraeg ...
pwnc mewn Prifysgol neur Goleg Addysg.
Gellir cael ffurflenni cais ar gyfer swyddi 4, 5 a 6 ar dderbyn amlen yn dwyn cyfeiriad ... stamp oddi wrth y Swyddog Addysg Rhanbarthol, Swyddfa Addysg Ranbarthol, ... Thomas' Green, Hwlffordd. Caiff ceisiadau i'w dychwelyd erbyn 15fed Medi, 1983.

W. J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen, Dyfed, SA31 2NH.
W. J. PHILLIPS, Cyfarwyddwr Addysg, Adran Addysg, Pibwrlwyd, Caerfyrddin, Dyfed, SA31 2NH.

Somerset County Council

APPLICATIONS ARE INVITED FROM QUALIFIED TEACHERS FOR THE FOLLOWING POSTS. UNLESS INDICATED OTHERWISE, APPLICATION FORMS AND DETAILS (SAE FOOLSCAP) FROM THE HEAD AT THE SCHOOL.

SECONDARY

CRISPIN SCHOOL, STREET
(11–16 mixed comprehensive, 1,170)
For January 1984
Head of MODERN LANGUAGES, Scale 4. French and German.
Closing date 16 September 1983.

COURT FIELDS SCHOOL, WELLINGTON
(11–16 mixed comprehensive, 830)
For January 1984
Teacher of PHYSICS, Scale 1.
To CSE and 'O' level. Some combined Science to Lower School Groups.
Interest in Electronics and/or Computer use in Science welcome.
Temporary appointment.
Closing date 12 September 1983.

THE BLAKE SCHOOL, BRIDGWATER
(11–18 mixed comprehensive, 920)
For January 1984
Teacher of GENERAL SUBJECTS, Scale 1, including ENGLISH and RELIGIOUS EDUCATION
To teach across the age and ability range.
Temporary appointment.
Closing date 12 September 1983.

MIDDLE SCHOOLS HEADSHIP

HUGH SEXEY VC MIDDLE, BLACKFORD, WEDMORE
HEAD, Group 6.
See display under Middle Schools.

SPECIAL

PENROSE SCHOOL, BRIDGWATER
(ESN(S) Group 5, 50)
For January 1984
Teacher (SPECIAL CARE), Scale 1, plus Special School Allowance.
Closing date 12 September 1983.

PRIMARY HEADSHIP

LANGFORD BUDVILLE CEVC PRIMARY, NR. WELLINGTON
For January 1984
HEAD for this Group 1 School.
Re-advertisement, previous applicants will be reconsidered on request.
Application form and details (SAE) from the Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY.
Closing date 19 September 1983.

PRIMARY

BURNHAM-ON-SEA COUNTY INFANTS, BURNHAM-ON-SEA (160)
For January 1984
Teacher, Scale 2, for TOP INFANTS with special responsibility for MATHEMATICS, SCIENCE and DISPLAY.
Also INFANT/JUNIOR LIAISON.
Re-advertisement.
Closing date 19 September 1983.

BISHOP HENDERSON CEVA PRIMARY, GALMINGTON, TAUNTON (281)
For January 1984
Teacher, Scale 2.
For 9–10 year olds, with responsibility for BOYS' GAMES, plus ability to act as Consultant in a subject area. Teacher with Christian commitment preferred.
Applications by letter to the Head at the school, with full curriculum vitae and names of two referees.
Closing date 19 September 1983.

HAMP COUNTY JUNIOR, BRIDGWATER (265)
For January 1984
Teacher, Scale 2. To be responsible for CURRICULUM DEVELOPMENT at first year level. Infant experience desirable and an interest in Art and Display.
Closing date 19 September 1983.

SPECIAL HEADSHIPS
continued

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
MARGARET WHITEHEAD SPECIAL SCHOOL
Seedley Road, Salford M6 5JL
APPOINTMENT OF HEAD TEACHER - GROUP 5 (s)
Head Teacher required for January, 1984 for this special school for children with severe learning difficulties.
Experience in special education is essential and the possession of further qualifications in special education and experience as a Deputy Head Teacher will be a distinct advantage.
Please send stamped addressed envelope for application form and further particulars to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT to whom completed applications should be returned within 14 days of the appearance of this advertisement. (18004) 160010

Deputy Headships Second Masters/ Mistresses

AVON COUNTY

FLORENCE BROWN SCHOOL
Leinster Avenue, Knowle, Bristol BS4 1NN
Required as soon as possible, Deputy Head (Group 9(S), to be designated Second Master/Mistress. Applicants should be suitably qualified and have proven managerial experience.
Further details from, and letters of application to, the Headteacher immediately, giving full details of qualifications, experience and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (17411) 160012

ESSEX

MOAT HOUSE SPECIAL SCHOOL
Church Road, Basildon SS14 2NQ
(Roll 145 Mixed: Age 5 - 16)
Tel: Basildon 22077
DEPUTY HEAD ESN(M)
GROUP 7S
RE-ADVERTISEMTENT
Required January. Experienced, enthusiastic teacher. Post will include significant teaching commitment and opportunity to become fully involved in management/development of school. Previous applicants automatically reconsidered. Closing date: 16th September 1983.
Application forms and details from A.E.O. The Bryn, Church Road, Basildon (foolscap s.a.e.).

BLACK NOTLEY SOUTHVIEW SCHOOL
Black Notley Hospital, Nr. Braintree
(Roll 40+)
Tel: Braintree 26447
DEPUTY HEADTEACHER, GROUP 4(S)
Required January 1984, experienced, enthusiastic Teacher for mixed dual-purpose day school which caters for children aged 4 - 16 with learning difficulties related primarily to physical handicaps. Ward teaching unit also incoporated for medium-stay children of all ages. Closing date: 23rd September, 1983.
Application forms and further details from Area Education Officer, Crossman House, Station Approach, Braintree (foolscap s.a.e. please). (17430) 160012

MANCHESTER

CITY OF MANCHESTER
EDUCATION COMMITTEE
DEPUTY HEADTEACHER
Group 4(S)
Required as soon as possible at Peacock Special School, a School for children aged 5 - 16 with social and emotional problems to be opened in Gorton in September 1983.
An experienced, sensitive and flexible teacher is required who will assist the Headteacher in developing a curriculum which is responsive to children's social and emotional needs and which facilitates their broad educational development.
Application forms from the Headteacher, Peacock Special School, Gorton Lane, Gorton, Manchester M18 8EQ.
Closing Date: 30 September 1983. (18009) 160012

Scale 2 Posts and above

AVON COUNTY

SERVICE FOR SPECIAL EDUCATIONAL NEEDS
Elmfield House, Greystoke Avenue, Westbury-on-Trym, Bristol BS10 6AY
Required from 1st September 1983, or as soon as possible thereafter, a qualified Teacher of the Deaf with relevant experience for a post as Liaison Support Teacher for profoundly deaf children when integrated into mainsteam schools. Scale 2 or 3 for suitably experienced candidate.
Further details from, and letters of application to, Advisory Teacher for Special Educational Needs immediately (address as above), giving full details of qualifications, experience and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (17410) 160020

BERKSHIRE

TEACHING & SUPPORT SERVICE (WEST BERKSHIRE)
Newbury Teachers Centre
Fir Tree Lane, Newbury
Required January 1984 or earlier if possible, REMEDIAL TEACHER (Scale 2) to work in Reading Schools. Applicants should have considerable experience in the teaching of literacy skills. Additional training in this and/or the teaching of children and learning difficulties is desirable.
Application form and further details from Mr. N. Ruel (Co-ordinator), 27 Kidmore Road, Caversham, Reading (SAE). Closing date September 16th, 1983.
Berkshire County Council is an equal opportunity employer. (17508) 160020

BERKSHIRE

TEACHING AND SUPPORT SERVICES (EAST)
Maidenhead Teachers Centre
St. Edmunds House, Ray Mill Road West, Maidenhead
Required for January 1984, an experienced TEACHER OF HEARING IMPAIRED CHILDREN (Scale 2 + Special Schools allowance) to be a member of the Teaching and Support Service (East) to meet the needs of hearing impaired children attending ordinary schools in Bracknell and neighbouring areas. Closing date 16th September 1983.
Berkshire County Council is an equal opportunity employer. (17507) 160020

CHESHIRE

EDUCATION COMMITTEE
OAKLANDS SPECIAL SCHOOL
Cheviot Square, Winsford, Cheshire
Tel: Winsford 51048
SCALE 2(S)
Teacher to be responsible for development of computer-assisted learning with ESN(M) pupils, aged 11 - 19. Lively and innovative department already functioning. Assistance with boys' PE and games and/or number teaching an advantage.
Further particulars from the Head Teacher.
Closing Date: 9th September 1983. (17467) 160020

DEVON

Please see displayed advertisement on Page XX. (18571) 160020

TRAFFORD

METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
PERIPATETIC TEACHERS FOR HEARING IMPAIRED CHILDREN (2 POSTS) SCALE 2
Plus Casual Car User Allowance
Experienced teachers are required as soon as possible. One post is temporary, replacing a teacher on maternity leave, the other is a permanent post.
Further details and application forms obtainable from the Chief Education Officer, Town Hall, Sale, M33 1ZF. Tel: 061-973 2253, Ext. 279. (18565) 160020

Scale 1 Posts

AVON COUNTY

GRIMSBURY PARK SCHOOL
Tower Road North, Warmley, Bristol BS15 2XL
Required as soon as possible, an experienced teacher to take charge of a class of children aged 5 - 7 years with severe learning difficulties. The post will require a person suited to undertake a diagnostic role. Scale 1 + SSA.
Letters of application to the Headteacher immediately, giving full details of qualifications, experience and the names of two referees, enclosing sae.
Avon is an equal opportunities employer. (17408) 160022

BEDFORDSHIRE

1) Teacher for small group of secondary age ESN(S) children. Good knowledge required of skills analysis approach within the broader context of achieving 'real quality of life' for each individual. Possibility of Scale 2S for well qualified and experienced person.
2) Metalwork teacher for small groups of children and adults. Excellent workshop facilities. Applicants should be flexible and able to use their skills in a variety of situations.
Large S.A.E. for application form and job description from The Principal, Macintyre School, Westoning, Beds. Closing date September 23rd. (17520) 160022

BRISTOL

BRISTOL POLYTECHNIC
Senior Co-ordinator and Co-ordinator
Special Education
Microelectronics
See under Secondary Education Computer Studies. (17395) 160022

GLOUCESTERSHIRE

New Barns
a THERAPEUTIC COMMUNITY for 32 emotionally disturbed boys and girls from 7 to 14, where the adults live with the children in a very real sense, is looking for one or two suitably experienced additional RESIDENTIAL MEMBERS of the TEAM, willing and able to share very fully in the whole life and work of the community. Appropriate salary scales.
Romer Lane Trust, New Barns School, Church Lane, Toddington, Cheltenham, Glos. GL54 5DH. (16122) 160022

HAMPSHIRE

HIGHTOWN SCHOOL
Burgoyne Road, Southampton SO9 2WQ
(12 - 16 Comprehensive: NOR C400)
Required January 1984 a qualified teacher of the Deaf (Scale 1 plus S.A.A.) for Secondary Unit for Hearing Impaired pupils (12 - 16 years). Experience of age groups an advantage.
Requirement to teach minimum five periods in main school.
Apply by letter to Head with curriculum vitae and names of two educational referees by 19th September. (13782) 160022

NEWHAM

LONDON BOROUGH OF NEWHAM
MANOR PARK SCHOOL
School Road, London E12 6DJ.
Head Teacher: R.D. Norman
Number on roll: 51
TEACHER Scale 1
Required as soon as possible. An experienced and enthusiastic teacher is required for a class of 8/10 secondary boys. As these boys have many social problems a sympathetic understanding is necessary. A teacher able to offer boys' games would be an advantage.
London Allowance: £984 + Special Schools Allowance.
Application froms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 13th September 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (18582) 160022

PERIPATETIC TEACHER FOR VISUALLY IMPAIRED CHILDREN
(Scale 4)
RE-ADVERTISEMENT
Required as soon as possible for this challenging post concerned throughout the County with providing support to visually impaired children of all ages, advising on the needs of such children, and contributing as required to the assessment procedures under the 1981 Education Act. Applicants must hold an appropriate qualification or anticipate successful completion of a course within the next twelve months. Car essential. Removal and disturbance allowance scheme in operation.
Previous applicants are still being considered.
Closing date: 23rd September, 1983.
Please send foolscap s.a.e. for application form and further details to the County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.
ESSEX County Council

ROYAL NATIONAL INSTITUTE FOR THE BLIND
CONDOVER HALL SCHOOL FOR ADDITIONALLY HANDICAPPED BLIND CHILDREN, CONDOVER, NR SHREWSBURY

Deputy Head Teacher

Applications are invited for the post of Deputy Head Teacher of this large residential special school for secondary age educationally blind children with additional handicaps. The school, based on an Elizabethan Manor House with extensive modern additions is well equipped and provides a wide range of educational activities and interests to meet the varied needs of the children. The Deputy, in addition to teaching a group of children, will play a key role in the organisation and development of the school and will have specific responsibility for the curriculum, timetable and other organisational aspects of school life.
Applicants should have substantial experience of teaching handicapped children (not necessarily blind) and should preferably have held a post of responsibility in a residential special school.
Salary on Burnham Scale 7(s) (£11,094–£12,270) plus Deputy Head's allowance. Appointment commences January 1984. Further particulars and application forms are available from the Headmaster (Tel: 074372 2320), to be returned by 23rd September.

NOTTINGHAMSHIRE

COUNTY COUNCIL
SOUTH NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION
RE-ADVERTISEMENT
LECTURER
Grade 1 £5,649 - £9,735
for
HEARING IMPAIRED STUDENTS
Required as soon as possible.
For full advertisement please see Further Education Section. Closing date 16th September, 1983.
An Equal Opportunity Employer. (17436) 160022

SOUTH YORKSHIRE

NATIONAL AUTISTIC SOCIETY
STORM HOUSE SCHOOL
134 Barnsley Road, Wath-upon-Dearne, Rotherham, South Yorks.
A qualified teacher as Principal required to commence duties in January 1984 at this DES listed group 3(S) school which caters for up to 20 children aged 5 - 16 years on a day and residential basis.
Applicants must have relevant and successful experience in special education and ideally will possess an advanced qualification. Burnham Rates apply.
Further details and application forms from: The General Secretary, The National Autistic Society, 276 Willesden Lane, London NW2 5RB. (17592) 160022

Independent Schools

By Subject Classification

Arts and Design

Other Assistants

DORSET

SHERBORNE SCHOOL FOR GIRLS
Dorset
Qualified teacher of Art required for November 1983 until end of March 1984. The post will include some Sixth Form teaching.
Apply in writing to the Headmistress with details of qualifications and experience, giving the names and addresses of two referees. (17509) 181224

NORTH WALES

HOWELL'S SCHOOL
Denbigh, Clwyd LL16 3EN
An Independent Boarding School for girls with 320 pupils aged from 11 - 18
Required as soon as possible a full time specialist to be responsible for WOVEN TEXTILES.
The appointed person will work within the Craft Department. The weaving facilities occupy over 2,500 sq. ft. and includes 30 looms. The successful applicant will be expected to play a full part in the life of this residential school. Burnham Scale 1.
Further details are available from the Headmaster to whom applications, including names of two referees should be submitted as soon as possible. (16124) 181224

Classics

DULWICH, SE22

ALLEYN'S SCHOOL
Dulwich
H.M.C. Independent (ex Direct Grant) and Co-educational, 860 pupils; 210 in the 6th form
Required immediately, as a replacement for a teacher going on Maternity Leave, a Classics graduate to teach Latin, Classical Civilisation and a little English. This is expected to be a temporary appointment until July, 1984. The salary will be according to the Alleyn's scale (above Burnham) and accommodation will be available if required.
Applications, with curriculum vitae and names, addresses and telephone numbers of two referees should be sent as soon as possible to The Headmaster, Alleyn's School, Townley Road, Dulwich, SE22. (17387) 181624

Commercial Subjects

Other Assistants

LONDON W10

Full-time teacher of 'A' level Economics and Accounting required for September. Modern Tutorial College, 2J Kilburn Lane, London W10 4AA. Tel: 01-960 5899/90. (17538) 181824

Computer Studies

Other Assistants

OXFORDSHIRE

RYE ST ANTONY SCHOOL
Qualified Teacher (graduate) required in September to share teaching of Computer Studies to A Level, part-time.
Apply with CV to Headmistress, Rye St Antony School, Pullens Lane, Headington, Oxford, OX3 0BY. (14311) 182024

English

Other Assistants

NORTHAMPTONSHIRE

WELLINGBOROUGH SCHOOL
H.M.C. Co-educational
Required January 1984 an ENGLISH graduate to teach throughout the School to University entrance level. Ability or interest in drama and games an advantage.
Applications with curriculum vitae and the names of two referees to the Headmaster. (18589) 182424

Geography

Other Assistants

CLEVELAND

RED HOUSE SCHOOL
36 The Green, Norton on Tees TS20 1DX
(I.A.P.S.)
GEOGRAPHY teacher required for January in this co-educational day school for age range 9 to 'O' level. An interest in careers work would be an advantage. Burnham Scale 1 with govt. superannuation.
Application forms and further information available from the Headmaster at the School. (17584) 182524

Home Economics

Other Assistants

LONDON N16

YESODEY HATORAH PRIMARY GIRLS' SCHOOL
153 Stamford Hill
Suitably qualified and experienced teacher required immediately for needlework and handicraft throughout the School. The post is part-time, hours to be arranged.
C.V., names and addresses of two referees and daytime telephone number to the Headmistress. (18052) 183024

Mathematics

Other Assistants

EDINBURGH

CARGILFIELD SCHOOL, IAPS
37 Barnton Avenue West, Edinburgh EH4 6HU
MATHS TEACHER
Required in September or January 1984 a well qualified teacher of maths to PSS and CE standard to be in charge of this subject throughout the school. Any applicant should have a real desire to become involved in the life of the school and someone with experience, interest in games and computers if possible is looked for.
Teviot scale and Government Superannuation.
Please apply in writing to the Headmaster with curriculum vitae and the names of two referees. (18518) 183424

KENT

BENENDEN SCHOOL
Cranbrook, Kent
(Independent: 374 girls 11 - 18)
Required in January 1984, a university GRADUATE to join a department of four to share the teaching of MATHEMATICS throughout the school to University Entrance level.
Burnham Scale and Government Superannuation. Non-resident, but accommodation available.
Apply with testimonials and names of referees to the Headmistress. (17381) 183424

Maths part-time, see main Ad. under other than by subject. (17549) 183424

Modern Languages

Other Assistants

LONDON NW1

MILL HILL SCHOOL
Required for January 1984 a well-qualified graduate to teach French to Scholarship level and German to at least 'O' level.
The successful applicant will have a substantial element of Sixth Form work and will be willing to play an active role in a large and enterprising department where exchanges and the bilingual teaching of History and Geography have become soundly established.
Involvement in extra-curricular activities will also be welcomed. Accommodation available.
Applications giving details of qualifications and experience together with the names and addresses of two referees should be sent as soon as possible to the Head Master, Mill Hill School, London NW7 1QS, from whom further information may be obtained. (18572) 183624

SOUTH KENSINGTON

'A' level part-time teachers required in South Kensington for French, Spanish, German. High academic standards, patience and a sense of humour essential.
Tel: 01-373 4444. (17591) 183624

Other Assistants

KENT

BEDGEBURY SCHOOL
require a well qualified piano teacher for September 1983. Four or five days a week. Upper and Lower School.
Please write to the Director of Music, Bedgebury School, Goudhurst, Cranbrook, Kent TN17 2SH. (17559) 183824

KENT

BENENDEN SCHOOL
Cranbrook, Kent
(Independent: 374 girls 11 - 18)
Required in January 1984, a well-qualified Graduate to share the teaching of Class Music throughout the school and to assist with Ordinary and Advanced Level tuition. Full-time department of five. Some individual lessons in Piano.
Apply in writing, giving names, addresses and telephone numbers of two referees to the Headmistress. (17378) 183824

Music

Heads of Department

SOMERSET

WELLS CATHEDRAL SCHOOL
Wells, Somerset
H.M.C. G.B.A.
Co-educational Boarding and Day
HEAD OF WOODWIND
Vacancy for January or April 1984 for young enthusiastic musician to work both within special 1st music department and in develop wider musical opportunities.
Up to 50 boys and girls are specialist musicians. Up to 8 places a year supported by D.E.S. Some 250 learn an instrument.
Burnham Scale 1 or 2 according to qualification and experience.
There is a possibility of married or single accommodation. Send curriculum vitae and names of 2 referees to Head Master. Further details available Tel: 0749 72117. (17931) 183818

Pastoral

Heads of Department

WORCESTER

WORCESTER COLLEGE FOR THE BLIND
Whittington Road, Worcester WR5 2JU
Required as soon as possible a resident DEPUTY HOUSEMASTER to assist with the pastoral care and social education of the 80 11 - 18 able blind and partially-sighted boys at this school. Salary, according to qualifications; Burnham Scale 1(S) to qualified teacher; N.J.C. scale for those qualified in social work.
Apply at once in writing to the Headmaster with full curriculum vitae and names and addresses of two referees. Please send s.a.e. for further details. (14622) 184018

INDEP PASTORAL
continued

Other Assistants

BOURNEMOUTH
WENTWORTH MILTON MOUNT
Bournemouth
(Independent, Christian foundation, 350 girls 11 - 18 years, Boarding and Day)
Required for January 1984 Graduate 6th Form Housemistress (resident). Some teaching (interest in General Studies an advantage), but mainly pastoral work.
Applications, including names, addresses and phone nos. of 2 referees to Headmistress from whom further details may be obtained. Closing date: Friday 16 September. Wentworth Milton Mount, College Road, Bournemouth BH5 2DY. (17384) 184024

WORCESTER
Required for September term: suitably experienced lady to take charge of small boarding house (25 girls), ideally with teaching or nursing experience. Accommodation, salary negotiable.
Write or telephone with details and names of referees to Headmaster, Abbey International College, Wells Road, Malvern Wells WR14 4HF. Tel: 06845 66411. (18535) 184024

Religious Education

BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL
High Wycombe
Required in January 1984 Head of Religious Education. Non-resident post.
Salary according to Burnham Scale 3.
Apply to the Headmistress, with names of referees. (13787) 184424

Science

Heads of Department

SURREY
ROYAL NAVAL SCHOOL
Haslemere GU27 1HQ
(G.S.A. 300 girls)
Required in January, 1984, an experienced Graduate to take charge of Physics teaching throughout the School to 'O', 'A' & 'S' Level (London Board). Flourishing and well equipped Science Department with good numbers of University entrants annually. Non-resident post. Burnham Scale 2. Applicants for a temporary post for two terms will be considered.
Applications with full curriculum vitae and names and addresses of two referees to the Headmistress. (17566) 184818

Other Assistants

NOTTINGHAM
NOTTINGHAM HIGH SCHOOL FOR GIRLS
G.P.D.S.T.
Required temporarily from November 1983 (maternity leave) teacher of Biology and Chemistry. Main subject Biology up to 'A' Level, also Nuffield Chemistry years 1 to 3. Burnham Scale 1.
Apply in writing with s.a.e. giving curriculum vitae, two referees (and copies of two testimonials if available) to the Head Mistress, 9 Arboretum Street, Nottingham NG1 4JB. (17374) 184824

Speech and Drama

Heads of Department

HARLOW
THE PLAYHOUSE
Harlow
Theatreven Company requires a Director. He/She should have good experience in Theatre-in Educational Techniques. Experience and interest in community theatre approaches would also be an advantage. The successful candidate will be expected to take up appointment on or soon after 26th September. Terms and conditions of employment will be in accordance with current Equity/TIE contracts. Salary will be appropriate to the training and background of the successful candidate.
Full CV and letters of application to: Roger Parsley, The Playhouse, The High, Harlow, Essex CM20 1LS. (18523) 185218

Technical Studies

Other Assistants

CHARTERHOUSE
Required, preferably for January 1984, teacher of DESIGN AND TECHNOLOGY. Applications should have experience in a wide range of materials and will be required to assist in the teaching of O and A Level Design and Technology in a new purpose-built Technical Centre.
Applications with telephone numbers and names, addresses and telephone numbers of two referees, to Headmaster, Charterhouse, Godalming, Surrey. (17534) 185424

Other than by Subject Classification

Other Assistants

BERKSHIRE
HEATHFIELD SCHOOL
Ascot, Berkshire
Independent girls' boarding school of 167 pupils, aged 11 - 18
Required for September: an experienced graduate to teach Geography and/or Economics to 'O' and 'A' Level. Part-time appointment.
Burnham Scale I.
Apply in writing to Headmistress with names of two referees. (13794) 185624

BERKSHIRE
HEATHFIELD SCHOOL
Ascot, Berkshire
(167 girls, all boarders, aged 11 - 17)
Required as soon as possible: Teacher of Art/Teacher of History of Art.
One full-time or two part-time posts to teach throughout the school and to 'O' and 'A' Level in small classes.
Applications from recent graduates and innovative eccentrics welcomed but we are seeking a potential head of department who must be able to teach as well as inspire the continued expansion of art within the school.
From September a practising artist (in textiles and embroidery) will be in residence, with a separate studio, and she will be able to offer extra art time and some tuition periods.
The appointment(s) will initially be for one year on Burnham Scale I and can be resident or non-resident.
Please write to the Headmistress at the school, enclosing a curriculum vitae and the names of two referees. (13795) 185624

GORING HALL SCHOOL
Day and Boarding – 120 Boys

Required for the September Term 1983:

1) Teacher of English and Geography
2) Teacher of Science with some Mathematics

Ability to offer computer studies an asset, but not essential.

Commitment to boarding education essential. Single residential accommodation available.

Applications enclosing c.v. and the names of two referees to:
The Headmaster, Goring Hall School
Ilex Way, Goring-by-Sea
Sussex BN12 4UX

APPOINTMENTS IN SCOTLAND

ASSISTANT PRINCIPAL CAREERS OFFICER
£9,660–£11,718

The person appointed to this post will share managerial responsibility with the Principal Careers Officer for running the Careers Service and will [illegible]. The duties will include coordinating the role of the Careers Service in the YTS, training/staff development, work with older leavers and with Further education students. Applicants should hold appropriate qualifications and have a relevant experience. An essential car users allowance is payable.

GALASHIELS COLLEGE OF FURTHER EDUCATION
LECTURER B IN COMPUTER STUDIES
Applicants for this post should have appropriate qualifications in the field of computing. The successful applicant will be required to teach Computer Studies, Data Processing and Business Computing Practice to students following SCOTBEC SNC courses and also Introduction to Computing to students on various other courses. The ability to offer an additional subject within the Business/Secretarial Studies field would be an advantage.

LECTURER B IN SECRETARIAL STUDIES
Applicants should possess a Diploma in Commerce, HND in Secretarial Studies or equivalent qualification. The successful applicant will be required to teach Shorthand, Typewriting, Office Practice and Basic Accounting to students following SCOTBEC and YTS courses.

HENDERSON TECHNICAL COLLEGE
SENIOR LECTURER II – COMPUTER STUDIES
This is a key post which has been created to meet the teaching requirements of existing courses and the development of new courses. Candidates should hold a degree or equivalent qualification in Computer Studies and be able to offer relevant business experience in industry or commerce. Teaching experience would be an advantage.

LECTURER B – CATERING
The duties of this post will include the teaching of theoretical and practical subjects to students studying for craft and diploma qualifications in Catering. Applicants must possess a minimum of a City & Guilds 706/2 qualification but preference will be given to those holding the 706/3 qualification. Catering and supervisory experience in both commercial and welfare sectors of the industry is essential.
Closing date: 23 September 1983.

SECONDARY SCHOOLS TEACHING POSTS
ENGLISH
BERWICKSHIRE HIGH SCHOOL, DUNS ROLL 1,800
PHYSICS
GALASHIELS ACADEMY ROLL 1,275

TEMPORARY POST
ENGLISH or ENGLISH WITH HISTORY
KELSO HIGH SCHOOL ROLL 875
Post for one year only – Session 1983/84
Closing date: 16 September 1983.

Application forms and further particulars may be obtained from the Personnel Office, Regional Headquarters, Newton St. Boswells TD6 0SA to whom completed forms for the Careers Service post should be returned. Applications in respect of all other posts should be returned to the Director of Education at the above address.

REGIONAL COUNCIL
Borders

Lothian
REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS

CAREERS SERVICE

ASSISTANT REGIONAL CAREERS OFFICER

Applications are invited for the post of Assistant Regional Careers Officer which will become vacant on 1 November, 1983. Applicants should be professionally qualified Careers Officers with substantial experience including a period in a promoted post or as a member of a management team. The post holder will be a member of the Careers Service Management Team, will have particular responsibility for Staff Development and Training and for the development of Careers Service policy and practice.

Salary on Scale – £12,102–£13,077

Application forms and further particulars may be obtained from the Divisional Education Officer, Division 2 (Personnel), 40 Torphichen Street, Edinburgh EH3 8JJ.

Closing date for applications is 16 September, 1983.

STRATHCLYDE REGIONAL COUNCIL
Department of Education
THE MUSIC SCHOOL OF DOUGLAS ACADEMY
COURSE DIRECTOR

In 1979, The Regional Council established within Douglas Academy, Milngavie a Music School which caters for gifted young musicians of secondary age throughout Scotland. The post of Course Director will fall vacant from January 1984.

Douglas Academy is a modern six year comprehensive school situated in Milngavie in the outskirts of Glasgow. The person to be appointed will have the status of a Deputy Head Teacher within Douglas Academy.

Applications are invited, therefore, from registered teachers with appropriate qualifications and experience. The salary applicable will be prescribed in the current Scottish teachers' salaries memorandum, with a responsibility allowance of £4,728.

Forms of application and further particulars may be obtained from: The Department of Education (Ref GMB), 6 India Street, Glasgow G2 4PF and on completion, forms should be returned to the above not later than 19th September, 1983.

EDWARD MILLER
Director of Education

CENTRAL REGIONAL COUNCIL

EDUCATION COMMITTEE

Applications are invited from suitably qualified teachers registered with the General Teaching Council for Scotland, who have had experience in a post of responsibility, at a Senior level, for the undernoted promoted post.

POST OF RECTOR
WALLACE HIGH SCHOOL
Stirling

The responsibility element for the post is £9,945.

Wallace High School, which takes its name from Sir William Wallace, the Scottish patriot, was opened in August, 1971 as a purpose built all-through comprehensive school and planned to provide appropriate courses for 1,440 pupils. The projected roll for Session 1983/84 is 1,434 pupils of whom some 600 are in Years IV, V and VI.

The school occupies an excellent site in the Causewayhead area of Stirling and is flanked on three sides by playing fields. It is a well accommodated establishment with such attractive features as a lecture theatre, a large modern games hall, a swimming pool and a forty booth language laboratory.

The teaching staff is organised in 18 teaching departments, each under the control of a Principal Teacher and the school has a staff complement of 96 teachers. The Rector is assisted in the running of the school by a Depute Rector and four Assistant Rectors. Guidance and pastoral care is catered for by four Houses, each of which is in the charge of a Principal Teacher and there is also a Principal Teacher responsible for a programme of careers education. The academic welfare and discipline of each of the first four years is the responsibility of a specific Assistant Rector and the two senior years are the joint responsibility of all the Rectorial Staff.

Provision is made within the school for subjects to be studied at Ordinary and Higher Grades and also C.S.Y.S. level. In addition G.C.E. 'A' level courses are provided where required. The School thus provides for direct entry to the Universities, to Colleges, to the professions, to careers in the business world and industry as well as entry to apprenticeships, the Civil Service, and to the Armed Forces. The school also has a fully developed scheme of school Certificate courses in most subjects for pupils who do not take 'O' Grades in these subjects. The school has been involved in [illegible] Dunning first line pilot in mathematics.

Ancillary staff include four clerkesses, three technicians, two science laboratory technicians, an audio-visual technician and [illegible] part-time school [illegible]. The school library is staffed by a qualified librarian and a School Meals Supervisor and appropriate staff operate a well-equipped kitchen and refectory.

There is an existing active Parents Association which has arranged a varied programme of educational, social and sporting events.

The present Rector retires in December, 1983.

DEPUTE RECTOR
STIRLING HIGH SCHOOL
(Tel: Stirling 2451)
Responsibility Payment £4,833

DEPUTE HEAD TEACHER
MORAY SCHOOL
Grangemouth
(Tel: Grangemouth [illegible])
Responsibility Payment £5,702.

Further details are available from the Rector of the School.

Applications are invited from suitably qualified teachers registered with the General Teaching Council for Scotland.

Application forms for all posts can be obtained from the Education [illegible], Central Regional Council, Viewforth, Stirling to be returned not later than Monday, 26 September, 1983. (16191)

THE ENGLISH-SPEAKING UNION IN SCOTLAND

DIRECTOR

The Scottish National Committee seeks a successor to the present Director, Mr Ian Gilmour MBE, who is due to retire on 15 May, 1984.

The successful candidate, male or female, will be an effective leader and will have a good knowledge of Scottish and international affairs, is likely to have fund-raising, organising and public-speaking experience, and to be in the age range 30 to 45. Salary around £12,000. The successful candidate will be expected to take up duties as successor designate on 1 March 1984.

The purpose of the E-SU is to develop inter-Commonwealth and Commonwealth-American friendship and understanding and the Director is responsible to the Committee for the organisation and development of Scottish and international activities promoted by the E-SU in Scotland.

Further details and application forms may be obtained from the English-Speaking Union, 22 Atholl Cresent, Edinburgh EH3 4HQ. Closing date: 30 September, 1983.

INDEPENDENT EDUCATION
continued

DEVON
DARTINGTON HALL JUNIOR & MIDDLE SCHOOL
Junior curriculum development specialist needed as soon as possible. This independent, co-educational boarding school is looking for an outstanding teacher for the Junior and Middle School who can co-ordinate a team of people and inspire curriculum development. The teacher should be widely experienced in project based, activity learning, be able to teach all subjects through the Creative Arts and be skilled in leading both educational and performance dance. We are looking for someone who has had courses, or experience, in school administration and who has studied the curriculum at M.A. level. Experience in a progressive school preferred. Salary: up to £10,000. p.a.
Apply by letter with c.v. and the names and addresses of two referees to Lyn Blackshaw, Ph.D., Dartington Hall School, Totnes, Devon TQ9 6EB. (17481) 185624

LONDON
GRADUATE TEACHERS of (1) Maths, (2) Eng., (3) French, (4) Latin, (5) General Subjects, or combination of any two, required by long established girls' tutorial London W6, mornings only 9 a.m. to 1 p.m. Permanent posts of guaranteed hours, pleasant conditions, tiny classes 10 - 14 years.
Tel. from 30th August, (01) 748 6463, preferably before 11 a.m./after 6 p.m. (17548) 185624

EXPERIENCED GRADUATE TUTORS REQUIRED for Computer Science 'O' level, and Accounts and Physics 'A' and 'O' level.
Please contact Miss Cherry Howell at Lansdowne Tutors on 01-581 3307. (18002) 185624

Preparatory Schools

By Subject Classification

Arts and Design

Other Assistants

DERBYSHIRE
ART teacher reqired in JANUARY 1984 to take over running of Art Department including development of Craft, Design and Technology.
Resident or married accommodation available: some experience helpful.
Burnham Scale 1 with Government Superannuation.
Apply with full details to the Headmaster, Stancliffe Hall, Darley Dale, Matlock, Derbyshire giving names and telephone number of two referees. (17929) 201224

English

Other Assistants

DERBYSHIRE
ENGLISH teacher required in JANUARY 1984 to teach up to Common Entrance standard. Ability to help with rugger and other games useful.
Resident or married accommodation available: some experience helpful.
Burnham Scale 1 with Government Superannuation.
Apply with full details to the Headmaster, Stancliffe Hall, Darley Dale, Matlock, Derbyshire giving names and telephone numbers of two referees. (17930) 202424

STAFFORDSHIRE
LICHFIELD CATHEDRAL SCHOOL
The Palace, Lichfield, Staffordshire WS13 7LH
I.A.P.S. co-educational, day and boarding, 180 pupils. Choir School for Lichfield Cathedral
Required for January 1984. Qualified teacher of English to C.E.E. and P.S.S. level plus help with Drama. Responsibility for boys' games will be coupled with the post and a keen games player able to coach senior teams to a high standard is sought.
Single accommodation available.
Full details from the Head Master to whom applications with full curriculum vitae and details of two referees should be addressed. Tel: Lichfield (05432) 23326. (17377) 202424

Other than by Subject Classification

Other Assistants

BERKSHIRE
CHEAM SCHOOL
Headley, Near Newbury
General subject teacher required for January for boys in the 8 - 11 age group. Other interests such as games, or Art, or Music a definite advantage together with boarding school experience. This appointment might be most attractive to a young graduate for first or second post. Resident accommodation available.
Please apply in writing to the Headmaster. (17444)
205624

HERTFORDSHIRE
KINGSHOTT SCHOOL
St. Ippolyts, Hitchin, Hertfordshire SG4 7JX
(IAPS co-educational Day School, 4½ - 13½ year olds)
Two posts for January 1984 are available in the Junior, Pre-Prep part of the School.
1) An experienced, qualified and enthusiastic FORM TEACHER for 5½ - 6½ year olds. This post is a repeat of the one advertised last week.
2) Due to increase in numbers, a qualified, enthusiastic and sympathetic FORM TEACHER is required for an extra form of 4½ - 5½ year olds.
Both jobs are Burnham Scale 1, Government Superannuation.
Applicants should write, indicating clearly for which post they are applying, with a full curriculum vitae plus the names and addresses and telephone numbers of two referees to the Headmaster. (17451) 205624

MIDDLESEX
REDDIFORD SCHOOL
38 Cecil Park, Pinner, Middlesex. 01-866 0660
Assistant teacher required from September to teach a class of 9 year olds, ability in music essential and in games preferable. Approximately 12 children per class. Pay equivalent to Burnham Scale one. Co-educational school. 3 references required.
Write or telephone L. S. Smith (Headmaster), Either Reddiford School, 38 Cecil Park, Pinner, Middlesex. 01-866 0660. Or 79 Green Hill, High Wycombe. High Wycombe 29623. 205624

Colleges of Further Education

Heads of Department

SALFORD
CITY OF SALFORD
SALFORD COLLEGE OF TECHNOLOGY
HEAD OF DEPARTMENT OF FOOD AND HOME ECONOMICS (GRADE V)
To be offered from 1st January, 1984. As the Department offers a wide range of courses in Catering, Bakery, Meat Technology and Home Economics, applicants should be suitably qualified and be able to provide management leadership in a large multi-disciplinary department. Recent appropriate industrial experience would be an advantage.
Salary - Burnham HOD Grade V - £16,308 - £17,091.
Further particulars and forms and application may be obtained from the Principal, Salford College of Technology, Frederick Road, Salford M6 6PU. Tel: 061-736 6541, to whom completed forms should be returned within delay. (17414) 220018

Other Appointments

BARKING & DAGENHAM
BARKING COLLEGE OF TECHNOLOGY
RE-ADVERTISEMENT
SENIOR LECTURER
DEPARTMENT OF SCIENCE AND MATHEMATICS
SALARY SCALE: £11,670 to £14,430 p.a. inclusive
Required for January 1984, or sooner if possible, with special responsibility for the 'caring' courses and Chemistry or Biology. Applications are invited from graduates with relevant experience in further eduation.
Previous applications will be considered together with any others received before the closing date.
Application forms and further details from: The Administrative Officer, Barking College of Technology, Dagenham Road, Romford RM7 0XU. Please enclose foolscap sae. Completed forms must be returned within 14 days of the appearance of this notice. (17633) 220026

BERKSHIRE
COUNTY COUNCIL
READING COLLEGE OF TECHNOLOGY
Department of Building and Surveying
TEMPORARY LECTURER GRADE I
Applications are invited from persons qualified to teach Carpentry and Joinery to Y.T.S. and City and Guilds courses.
This appointment is temporary for one year.
Duties to commence as soon as possible.
Salary Lecturer Grade I Scale: £5,649 - £9,735.
Berkshire County Council is an equal opportunity employer.
Application forms obtainable from the Principal, Reading College of Technology, Kings Road, Reading RG1 4HJ. Tel: Reading 583501, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (17450) 220026

BRENT
LONDON BOROUGH OF BRENT
WILLESDEN COLLEGE OF TECHNOLOGY
Principal: A.K. Barnard, B.Sc., Ph.D., C.Chem., F.R.S.C., F.R.S.A., F.Coll.P.
DEPARTMENT OF ELECTRICAL ENGINEERING
LECTURER I IN ELECTRICAL INSTALLATION
To teach theory and practice on City & Guilds Part I an II Craft and Link Courses.

LECTURER I IN ELECTRICAL ENGINEERING
To teach basic theory and practice over a range of courses and some TEC Programmes.

DEPARTMENT OF SCIENCE
SENIOR LECTURER
Required for 1st January 1984, Senior Lecturer to take charge of all 'low level' courses in the Department. The post will involve responsibility for the initiation and development of C.P.V.E and Y.T.S. courses and oversight of existing 'low level' courses up to and including pre-Diploma Programmes.
Salary Scale: Lecturer I £6,636 to £10, 722 inclusive. Senior Lecturer £11,670 to £14,430 inclusive. Bar £13,359.
Brent is fundamentally committed to multi-cultural education.
Brent is an equal opportunity employer. Applications are welcomed from candidates regardless of race, nationality, ethnic or national origins, age, marital status, sex, sexual orientation and from registered disabled.
Application forms (SAE) from the Chief Administrative Officer, Willesden College of Technology, Denzil Road, London NW10 2XD (Tel: 01-451 3411) returnable within 14 days. (18015) 220026

EAST DEVON
COLLEGE OF FURTHER EDUCATION
REQUIRED AS SOON AS POSSIBLE. LECTURER I IN ENGLISH AND COMMUNICATION STUDIES.
Completed application forms should be returned within 10 days of the appearance of this advertisement to: The principal, East Devon College of Further Education, Bolham Road, Tiverton, Devon. Tel. (0884) 254247. (18021) 220026

ESSEX
THURROCK TECHNICAL COLLEGE
Woodview, Grays
DEPARTMENT OF MANAGEMENT AND BUSINESS STUDIES
LECTURER GRADE I
PROFESSIONAL STUDIES
Required from 1st January 1984 in the Professional Studies Division. The applicant will be required to teach general commercial subjects, e.g. Accounts, Commerce, mainly to Y.T.S. students. Experience in industry and/or commerce, and in teaching young men and women in the 16 - 18 age group is desirable.
A degree or relevant professional qualification would also be helpful.
SALARY SCALE: £5,895 to £9,987 including Fringe Allowance.
Application form and further particulars obtainable from the Principal to whom completed forms should be returned within fourteen days of the appearance of this advertisement. (17385) 220026

GRAMPIAN
REGIONAL COUNCIL
ABERDEEN COLLEGE OF COMMERCE
SENIOR LECTURER A - COMPUTING
The Department of Mathematics, Science and Computing offers full-time courses at post-graduate, H.N.D. and S.N.C. levels and part-time courses for H.N.C. and S.N.C. Servicing of other College Depts. covers their syllabuses in Computing Data Processing.
Applicants should hold relevant degree in Computing and have considerable teaching and/or industrial experience. College's new computer suite is based on SYSTIME 8750 with 2 terminal rooms and data preparation facilities.
Salary scale £12,928 - £13,578 (or £15,411 depending on categories of work undertaken). Placing for approved teaching and industrial experience.
Application forms and further particulars from Director of Education, Woodhill House, Aberdeen; AB9 2LU, with whom applications (2 copies) should be lodged by September 16. (16601) 220026

HEREFORD AND WORCESTER
COUNTY COUNCIL
HEREFORDSHIRE TECHNICAL COLLEGE
Applications are invited from persons with suitable qualifications and experience for the post of LECTURER I in MATHEMATICS. The successful applicant should have the ability to teach other subjects.
Further details and application forms are available from: The Principal, Herefordshire Technical College, Folly Lane, Hereford, to whom completed application forms should be returned as soon as possible. (17598) 220026

HUMBERSIDE
COUNTY COUNCIL
NORTH LINDSEY COLLEGE OF TECHNOLOGY
Kingsway, Scunthorpe DN17 1AJ
Applications are invited for the following post:- SOCIAL CARE - TEMPORARY LECTURER I (to 31st August, 1984) to teach Caring Skills, Human Growth and Development, basic Human Biology and related subjects to students attending Youth Training Scheme and other courses. Post to commence late September 1983 or as soon as possible afterwards.
Burnham FE Scales. £5,649 - £9,735 per annum.
Further particulars available from the Principal (large stamped addressed envelope please). Full and fair consideration will be given to all disabled applicants. Closing date: Wednesday, 14th September, 1983. (17569) 220026

KENT
COUNTY COUNCIL
Education Committee
MID-KENT COLLEGE OF HIGHER AND FURTHER EDUCATION
Department of Mechanical and Production Engineering
LECTURER GRADE I in MOTOR VEHICLE ENGINEERING
Applications are invited for the post of lecturer grade I in Motor Vehicle Engineering within the Department of Mechanical and Production Engineering.
Applicants for the post should be well qualified and must have served a recognised apprenticeship in Motor Vehicle Engineering and have relevant experience.
Salary Scale: £5649 - £9735.
Application forms and further details available from the Principal, Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham, Kent. Tel: 0634 41001 to whom completed application forms should be returned by Friday 23 September 1983. (18019) 220026

LONDON
INNER LONDON EDUCATION AUTHORITY
NORTH LONDON COLLEGE
Camden Road, Holloway N7 0SP
Tel: 609 0041
DEPARTMENT OF BUSINESS STUDIES
LECTURER I required in September 1983 to teach Office Skills to students attending full and part-time courses of study.
Part-Time teaching posts are available from September 1983 in the following areas of work:-
1. Office Skills, including Typewriting, Office Practice, Word Processing and Audio Typing.
2. Distribution Studies.
3. B.E.C. World of Work, and Organisation in the Environment Modules.
4. Accounts 'O' Level.
Application forms can be obtained from the Senior Administrative Officer at the above address, to whom they should be returned promptly by Wednesday 14th September 1983.
All applications will be given equal consideration irrespective of sex, age, disabilities, race, colour, nationality, ethnic or national origins, marital status, sexual orientation, family responsibility, trade union activity, political or religious beliefs. (18575) 220026

LONDON
WALTHAM FOREST COLLEGE
School of Catering and Hotel Administration
LECTURER GRADE II required from 1st January 1984.
To act as Joint Course Organiser for the College Diploma in Catering which prepares students for the City and Guilds 706/1/2 and 707/1/2 examinations.
Salary £7,830 - £12,183 per annum inclusive.
Application forms and further details available from the College Personnel Services Officer, Waltham Forest College, Forest Road, Walthamstow, London E17. Tel: 01-527 2311, Ext. 289.
Closing date two weeks from appearance of advertisement. (16784) 220026

LONDON
INNER LONDON EDUCATION AUTHORITY
SOUTHWARK COLLEGE
The Cut, London SE1 8LE.
(Tel: 01-928 9561)
REQUIRED IMMEDIATELY - Pending arrangements for permanent teaching appointments, applications are invited for TEMPORARY LECTURER GRADE I appointments in the following areas:
BUSINESS STUDIES
COMPUTER STUDIES
GENERAL & SPECIAL EDUCATION
For all posts, a mix of Youth Training Scheme and further education courses will be involved. Fractional (Associate Lecturer) appointments may be arranged if appropriate.
Salary Scale: Lecturer I on an incremental scale within the range of £5,355 - £9,367 (plus £887 Inner London Allowance).
Further details and application forms obtainable from the Senior Administrative Officer/PS at the college (01-928 9561) stating area of interest.
All applications will be given equal consideration irrespective of sex, age, disabilities, race, colour, nationality, ethnic or national origins, marital status, sexual orientation, family responsibility, trade union activity, political or religious beliefs. (18574) 220026

MANCHESTER
CITY OF MANCHESTER EDUCATION COMMITTEE
LECTURER I - CONSTRUCTION PLANT
Two permanent full time posts
TEMPORARY LECTURER I - CONSTRUCTION PLANT
The above three posts are required in the Department of Engineering and Science of the North Manchester College.
Applicants should be qualified to City and Guilds Full Technology Certificate or equivalent, and have some suitable industrial Experience.
Further details and Application forms from the Senior Administrative Officer, North Manchester College, Abraham Moss Centre, Crescent Road, Manchester 8. Tel. 061-740 1491. Closing date 16 September 1983. (18010) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL
BROXTOWE COLLEGE OF FURTHER EDUCATION
Re-advertisement
LECTURER
Grade II £7,915 - £11,568
COMPUTER APPLICATIONS
Required as soon as possible. Applications are invited from suitably qualified candidates for the above post. Applicants should have teaching experience and a thorough knowledge of computer systems and programming.
Entry point on the salary scale according to qualifications and experience.
Application forms and further particulars are available from the Principal of the College, High Road, Chilwell, Nottingham NG9 4AH. Tel: Nottingham (0602) 228161. Closing date 16th September 1983.
An Equal Opportunity Employer. (17435) 220026

EAST SUSSEX COUNTY COUNCIL
EDUCATION DEPARTMENT
HASTINGS COLLEGE OF ARTS AND TECHNOLOGY
East Sussex

Chief Administrative Officer/Clerk to the Governors
£10,761-£12,087 (under review)

The appointment is to a Group 6 College and the person will be responsible for the management of college administration including budget preparation, committee servicing, student admission, examinations and staffing. The appointment will commence 1st March 1984. Relocation expenses are payable in appropriate cases.
Further particulars and application forms are available from The Principal, Hastings College of Arts & Technology, Archery Road, St. Leonards-on-Sea, East Sussex TN38 0HX. Telephone (0424) 423847. Closing date for applications: Friday 16th September, 1983.

SOUTH CHESHIRE COLLEGE

Head of Department
(Grade IV)
BUSINESS & SECRETARIAL STUDIES

Particulars and application form may be obtained from South Cheshire College, Dane Bank Avenue, Crewe
Tel: (0270) 69133

Lothian
REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS
TELFORD COLLEGE OF FURTHER EDUCATION

HEAD OF DEPARTMENT OF COMMUNICATION AND LANGUAGES
Salary £15,081

The Department is involved in a wide range of work in SCE, SCOTBEC, SCOTEC, C & G courses. It is responsible for Social and Life Skills and Communication components in the College provision for YTS courses. It also has responsibility for special needs courses for the handicapped and ethnic minorities. Substantial development has recently taken place in Media Studies.
Applicants should have a Degree and have held a senior teaching post in Further Education.
Application forms and further particulars from:
The Secretary to the College Council
Telford College of Further Education
Crew Toll
Edinburgh EH4 2NZ
Tel. 031-332 2491

COLLEGES OF FURTHER ED

continued

PLYMOUTH

COLLEGE OF FURTHER EDUATION
Plymouth
TWO TEMPORARY (1 year) LECTURERS I IN SECRETARIAL SKILLS/OFFICE TECHNOLOGY to teach shorthand, typing, audio typing.
Appropriate qualifications and experience in teaching Office Skills required. Teacher training desirable.
Salary £5,649 - £9,735 with the starting point dependent upon qualifications and experience.
Application forms and further particulars (SAE please) from: The Registrar, College of Further Education, Kings Road, Devonport, Plymouth PL1 5QG to where they should be returned by 19th September, 1983. (13789) 220026

SALFORD

CITY OF SALFORD
SALFORD COLLEGE OF TECHNOLOGY
DEPARTMENT OF BUSINESS AND MANAGEMENT
LECTURER I/II IN BUSINESS STUDIES - FINANCE
Candidates should be graduates with appropriate professional/business/industrial experience. Salaries in accordance with Burnham FE Scales viz: Lecturer Grade I - £5,649 - £9,735. Lecturer Grade II - £7,215 - £11,568.
Grade and starting salary in accordance with qualifications and previous experience.
Further details and application forms (to be returned as soon as possible) are available from the Principal, Salford College of Technology, Frederick Road, Salford M6 6PU. Tel. 061-736 6541. (17413) 220026

TEMPORARY LECTURER II

In the Department of Mechanical Engineering

Temporary full-time Lecturer II to teach Plant Maintenance and associated Mechanical Engineering subjects for the period 1st October, 1983 to 31st August, 1984. Applicants should be qualified Engineers with training experience. A knowledge of computerised systems will be an advantage.

Salary: £7,215 to £11,568 per annum, dependent upon qualifications and experience.

Application forms and further particulars from The Principal, Coventry 57221, Ext. 270, to be returned by 16th September, 1983.

Coventry Technical College

Butts, Coventry CV1 3GD Tel: 0203 57221

Tayside Regional Council

FURTHER EDUCATION

Perth College of Further Education
Brahan Estate, Crieff Road, Perth

Applications are invited from suitably qualified and experienced persons for the following post.

SENIOR LECTURER II IN CATERING

Re-advertisement
Salary Scale – £10,413–£12,228

The successful candidate will be required to assist with the teaching organisation of the Food Service and Front Office Elements of SCOTEC, SCOTBEC, CGLI and YTS Courses.

Relevant industrial and teaching experience is essential and applicants should possess a teaching qualification.

Application forms and further details may be obtained from the Principal at the above address to whom completed applications should be returned by Friday 16th September, 1983.

Gwent County Council

FURTHER EDUCATION

Required for 1st Jauary, 1984

THE HILL RESIDENTIAL COLLEGE, ABERGAVENNY

STAFF TUTOR LECTURER II

A staff tutor is required at this short-term residential college to initiate, organise and teach on a wide range of courses suitable for adults.

A mature person is sought who would be prepared to adopt an innovative approach, is flexible and sympathetic to the varying and changing needs of adult education. Applicants must possess a degree or its equivalent. No special subject qualification is needed but the post provides opportunities for the person appointed to develop programmes in his/her own specialist field.

PONTYPOOL COLLEGE

LECTURER II IN ELECTRICAL ENGINEERING

Applicants must have had appropriate industrial and teaching experience and be graduates or holders of an HND, HNC or HTC in Electrical Engineering. The successful applicant will be expected to co-ordinate programmes for the TEC Electrical Engineering Technicians Certificate and Diploma, and to participate in team development of Micro-Processor Teaching.

Salary range: £7,215–£11,568

Application forms and further particulars obtainable from the Director of Education, Education Department, County Hall, Cwmbran, Gwent NP44 2XH. On receipt of stamped addressed envelope and should be returned to the Principal by 16th September, 1983.

LONDON

INNER LONDON EDUCATION AUTHORITY
SOUTH EAST LONDON COLLEGE
Lewisham Way, London SE4 1UT
Department of Hotel and Catering Studies
TEMPORARY LECTURER I IN ENGLISH LANGUAGE AND COMMUNICATION (Ref. HCS.68) Required for two terms from October 1983 to teach Craft Students on Catering Courses.
Relevant qualifications and experience of teaching catering students is essential.
Department of Communication and Liberal Studies
TEMPORARY LECTURER I IN GENERAL EDUCATION (Ref. CLS. 94)
Required from September 1983 to 6th April 1984, in the absence of a member of staff on confinement leave, to take tutorial responsibility for a group of underachieving school leavers, some with special educational needs. Candidates should offer Numeracy/Communication Skills and be willing to be involved in integrated teaching and work with a course team.
LECTURER I IN GENERAL EDUCATION (Ref. CLS.95)
Required immediately, to teach Life Skills/Numeracy/Communication on courses designed for students with special educational needs. Candidates should be willing to work in course teams and be involved in curriculum development.
LECTURER I IN GENERAL EDUCATION (Ref. CLS.96)
Required immediately, to teach vocational tasters in Distribution to a range of General Education courses for unqualified school-leavers and adults and the off-the-job element of YTS schemes. Candidates should be willing to participate in developing alternative teaching strategies.
LECTURER I IN GENERAL EDUATION (Ref. CLS.97)
Required immediately, to teach the off-the-job element of YTS schemes, particularly Personal Effectiveness, and contribute to the department's provision for unqualified school-leavers and adults. An interest in role-playing, simulation and other participative learning approaches is essential.
Salary scale in accordance with the Burnham (F.E.) report:- Lecturer I - On an incremental scale within the range of £5,649 - £9,735 (plus £987 Inner London allowance), starting point depending on qualifications, training and experience. Salary scale subject to formal approval.
Assistance may be given towards household removal expenses.
Further information and application forms may be obtained from the College at the above address (Tel: 01-692 0353).
APPLICATIONS TO BE RETURNED BY 16th SEPTEMBER 1983. IT IS ESSENTIAL TO QUOTE THE CORRECT REFERENCE NUMBER.
All applications will be given equal consideration irrespective of sex, age, disabilities, race, colour, nationality, ethnic or national origins, marital status, sexual orientation, family responsibility, trade union activity, political or religous beliefs. (18405) 220026

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

WARLEY COLLEGE OF TECHNOLOGY

Principal: J.W. Longden, MSc., CEng., MIMechE., MBIM.

Applications are invited for the following full-time temporary appointment to cover for a member of staff granted secondment:

LECTURER I IN PHYSICAL EDUCATION Post. No. 128/GE.

Salary Scale: LECTURER GRADE I £5,649 pa to £9,735 pa. In 15 increments.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races, and to registered disabled people.

Canvassing of members of the Authority will disqualify.

Please telephone or write for an application form, quoting post No., to: The Principal, Warley College of Technology, Crocketts Lane, Smethwick, Warley, West Midlands B66 3BU. Tel: 021 558 4121. Ext. 399.

CLOSING DATE FOR ALL APPLICATIONS: FRIDAY, 16th SEPTEMBER, 1983. (18329) 220026

Lancashire County Council

An Equal Opportunities employer

SKELMERSDALE COLLEGE, NORTHWAY, SKELMERSDALE
(850 on Roll + MSC Students)
1st January, 1984
SCALE 4 – SENIOR TUTOR – PHYSICAL SCIENCE
Forms/further details from/to The Principal at the College (SAE please).

Re-advertisement
ACCRINGTON AND ROSSENDALE COLLEGE, ACCRINGTON
As soon as possible
LECTURER GRADE I – HEALTH EDUCATION WITHIN NNEB, FAMILY AND COMMUNITY CARE AND RELATED COURSES
Forms/further details from/to District Education Officer, Education Offices, Ewbank House, Accrington (SAE please).

Re-advertisement
NELSON AND COLNE COLLEGE, SCOTLAND ROAD, NELSON
As soon as possible
LECTURER I – TO TEACH ACCOUNTING AND FINANCE ON A VARIETY OF COURSES, PREVIOUS APPLICANTS WILL BE RE-CONSIDERED AND NEED NOT RE-APPLY
Forms/further details from/to The Chief Administrative Officer at the College (SAE please).
CLOSING DATE FOR ALL THREE ABOVE: 16th September, 1983.

NOTTINGHAMSHIRE COUNTY COUNCIL

SOUTH NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION

Re-advertisement

LECTURER

Grade I £5,649 - £9,735

for

HEARING IMPAIRED STUDENTS

Required as soon as possible, in the Work Orientation Department. Applicants, who should be qualified, experienced teachers of the deaf, should be able to offer a wide range of Basic Education subjects, be conversant with modern educational methods in the teaching of the deaf and be used to using modern radio link equipment. The successful applicant will also have an interest in teaching multi-handicapped students.

Entry point on the salary scale according to qualifications and experience.

Previous applicants need not re-apply as original applications will be brought forward unless written withdrawal is received.

Application forms and further details are available from the Principal of the College, Greythorn Drive, West Bridgford, Nottingham NG2 7GA, Tel: Nottingham (0602) 812125. Closing date 16th September 1983.

An Equal Opportunity Employer. (17438) 220026

NOTTINGHAMSHIRE COUNTY COUNCIL

NORTH NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION

LECTURER

Grade I

OUTDOOR PURSUITS

Required as soon as possible a person to be responsible for the development of Leisure and Outdoor Pursuits teaching to 16 - 19 year old trainees within the Youth Training Scheme. The person appointed will be expected to work as part of a team of Social and Life Skills tutors and specialise in residential activities. Applicants should be well-qualified instructors in a wide range of disciplines in the outward-bound field.

LECTURERS

Grade I -

Required as soon as possible within the Youth Training Scheme within the extended college year in the following subject areas:-

GENERAL CATERING.

LIFE AND SOCIAL SKILLS.

CLOTHING MANUFACTURE.

SCREEN PRINTING/PRINTING.

MULTI-SKILLS WORKSHOP PRACTICE.

GENERAL ENGINEERING.

GENERAL BUILDING (MULTI-SKILLS).

GENERAL SECRETARIAL/CLERICAL.

GENERAL RETAIL TRADES.

Entry point on the Lecturer Grade I scale, i.e. £5,649 - £9,735 will be according to qualifications and experience.

Application forms and further details are available from the Principal of the College, Carlton Road, Worksop, Notts. S81 7HP. Tel: Worksop (0909) 473561. Closing date 16th September, 1983.

An Equal Opportunity Employer. (17439) 220026

WAKEFIELD

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
WAKEFIELD DISTRICT COLLEGE
(Science and Environmental Studies Sector)
LUCTURERS GRADE I are required in PHYSICS, CHEMISTRY, BIOLOGY. Applicants should be able to contribute to the wide variety of science taught within the college and be able to teach their specialist subject to 'A' level standard.
Application forms and further details are available by telephoning Wakefield 370311. Ext. 8113. Completed forms to be returned within 10 days of the date of this advertisement. (18336) 230026

WALTHAM FOREST

WALTHAM FOREST COLLEGE
DEPARTMENT OF GENERAL EDUCATION
LECUTURER I IN ECONOMICS
required as soon as possible to teach mainly G.C.E., 'A' and 'O' level Students.
Salary Lecturer Grade I £6,264 - £10,350 per annum inclusive.
Application forms and further details available from Personnel Services Officer, Waltham Forest College, Forest Road, Walthamstow, London E17 4JB. Tel: 01-527 2311, Ext. 259.
Closing date 16th September 1983. (18551) 220026

WEST HAM COLLEGE

Principal: W. E. Williams, Dip.Pol.Sci. & Econ. (Oxon) Dip.Ed.

DEPARTMENT OF MECHANICAL & FABRICATION ENGINEERING

SENIOR LECTURER – MECHANICAL ENGINEERING

Responsibilities will include the development of E.I.T.B. and C. & G. 205 Parts II and III Craft Maintenance Courses. Teaching/Training and Industrial experience are essential.

Salary: £10,683–£13,443, bar £12,552, plus £987 London Allowance.

For further particulars and application forms, please send s.a.e. to the Principal, West Ham College, Welfare Road, Stratford, London E15 4HT (01-555 1422).

LONDON BOROUGH OF NEWHAM

GRIMSBY COLLEGE OF TECHNOLOGY

Temporary Lecturer Grade I

Required for September 1983 or as soon as possible thereafter, to teach Distribution Skills on a wide variety of courses run under the Youth Training Scheme. Practical experience in the Distribution Industry is essential, and candidates must be prepared to be sufficiently flexible to cope with the varying needs of the young unemployed.

Salary Scale: £5,649–£9,735

This post is funded by the MSC.

Application forms obtainable on receipt of a stamped addressed envelope, from the *Personnel Section*, Grimsby College of Technology, Nuns Corner, Grimsby, South Humberside DN34 5BQ.

Closing date 12th September, 1983.

Disabled candidates whose applications have the written support of their DRO will be guaranteed an interview.

STOCKPORT COLLEGE OF TECHNOLOGY

Applications are invited from appropriately qualified persons for the following posts:

DEPARTMENT OF APPLIED SOCIAL SCIENCES

LECTURER GRADE II IN HAIRDRESSING

To be responsible for the work of the Hairdressing Section of the Department. Previous experience of teaching hairdressing in further education essential.

Salary Scale: £7,215–£11,568 pa.

DEPARTMENT OF SCIENCE

LECTURER GRADE I IN PHYSICS

(Re-advertisement)

To teach the subject and possibly some mathematics at GCE 'A' and TEC Certificate level. Experience of, and an ability to teach, computing will be an added advantage.

Salary Scale: £5,649–£9,735 pa.

Application forms and further particulars obtainable from: The Principal, Stockport College of Technology, Wellington Road South, Stockport SK1 3UQ. Tel: 061-480 7331, on receipt of a stamped self-addressed envelope, quoting Ref. 595. Applications to be received by 20th September, 1983.

WIGAN

METROPOLITAN BOROUGH OF WIGAN

LEIGH COLLEGE

Business and Professional Studies Department, Catering Division, Post no 0 60 84 67.

Lecturer grade I in food preparation required as soon as possible. The courses offered are: City and Guilds 705, 706/1, 706/2, 707/1, 707/2, 708 and 709.

The division has three catering kitchens and two domestic science rooms, a restaurant, reception room and accommodation suite.

Applicants for this post must be adaptable, cooperative and self reliant with a good appreciation of the caring role in teaching as well as personal standard and qualification. Leigh is a tertiary college opened in 1974.

Application forms and further particulars available from the returnable to the Chief Administrative Officer, Leigh College, Railway Road, Leigh WN7 4AH. Closing date: 16 September 1983. Ref. A35. (17469)

HUDDERSFIELD POLYTECHNIC

Department of Vocational Education

LECTURER II – METHODS OF TEACHING SECRETARIAL & BUSINESS SUBJECTS Ref: EL2

Applications are invited from qualified teachers with considerable experience of teaching Secretarial and Business Studies subjects in further education. The teaching programme of the person appointed will include:

- The provision of courses in special methods of teaching Secretarial and Business Studies subjects for students attending Certificate in Education Courses.
- *The supervision of dissertations on diplomas and degree courses.*
- The design and teaching of short courses on aspects of the new technology and its implications for Secretarial and Business teachers.

In addition to secretarial and teaching qualifications, a degree in Business Studies Subjects would be an advantage. Staff are expected to undertake activities, including research, in addition to teaching duties.

Salary: LII £7,215–£11,568

Further details and application forms may be obtained from the Personnel Office, The Polytechnic, Queensgate, Huddersfield HD1 3DH, Tel: 0484 22288, Ext. 2224 and should be returned by 20th September, 1983.

D·M·I·H·E
DONCASTER METROPOLITAN INSTITUTE OF HIGHER EDUCATION

DONCASTER METROPOLITAN INSTITUTE OF HIGHER EDUCATION

DEPARTMENT OF DESIGN

Temporary Lecturer Grade 1 – Hairdressing (2 posts)

(Appointment to run from September 1983 to August 1984)

The persons appointed will be located in the Hairdressing Section of the department to support the Manpower Services Commission funded YTS Hairdressing course. Responsibilities will include administrative work, pastoral care and the organisation of industrial placements and educational visits. The successful candidate is likely to be a qualified teacher with City and Guilds Hairdressing Certificate. The City and Guilds Beauty Therapy Certificate would be an advantage. Personal qualities of sensitivity and an ability to relate effectively to young people are of utmost importance.

Temporary Lecturer Grade 1 – Decorative Arts/General Education

(Appointment to run from September 1983 to August 1984)

The person appointed will be located in the Hairdressing/Floristry/Personal Presentation Section of the department and will be expected to co-ordinate multi-discipline MSC courses in the Hairdressing Section. There is a requirement to teach students of mixed ability including ESN and deaf students. A degree in General Education and a qualification in the Design field would be an advantage.

Salary Scale – Lecturer 1 – £5,649-£9,753. Placing on this scale is dependent on qualifications and experience.

Please send stamped addressed envelope for application form and post particulars to: Staffing Section, Doncaster Metropolitan Institute of Higher Education, Waterdale, Doncaster DN1 3EX. Tel: 0302 22122.

Closing date for applications – 16 September 1983.

D·M·I·H·E
DONCASTER METROPOLITAN INSTITUTE OF HIGHER EDUCATION

DEPARTMENT OF ART EDUCATION AND FOUNDATION STUDIES

LECTURER GRADE 1 – GRAPHIC DESIGN

Applications are invited from suitable candidates, with a graduate background in Graphic Design, to teach on the Foundation course in Art and Design. Experience in the creative use of photography and video is essential. Industrial experience, previous FE teaching, and qualified teacher status will be added advantages. This is a full-time post on the permanent establishment.

Salary Scale – Lecturer 1 – £5649-£9735. Placing on this scale is dependent on qualifications and experience.

Please send stamped addressed envelope for application form and post particulars to:

Staffing Section
Doncaster Metropolitan Institute of Higher Education
Waterdale, Doncaster DN1 3EX
Tel: 0302-22122

Closing date for applications – 16 September 1983.

COLLEGES OF FURTHER ED

continued

ROTHERHAM

METROPITAN COUNCIL

ROCKINGHAM COLLEGE OF FURTHER EDUCATION
Wath-upon-Dearne, Rotherham

tel. Rotherham 874310)

Required as soon as possible, TEMPORARY LECTURERS I in each of the following subjects:- Motor Vehicle, Retailing/Distribution (2 terms initially), Caring (Child Care/Elderly and Handicapped), Catering (Accommodation Services) from 1st January, 1984, Catering (Food Production), Computing, Verbal Communication/Drama, Numeracy (with emphasis on practical applications). These temporary full-time appointments will be made as soon as possible, mainly to teach on one year courses for young people in the Youth Training Scheme.

In all cases, appropriate subject qualifications are essential; industrial, commercial or professional experince is desirable, and a teaching qualification would be an additiona recommendation. An interest in outdoor activities/residential work would also be an advantage.

Salary: £5,649 - £9,735 p.a. (L.I Scale).

Letters of application/curriculum vitae immediately to the Principal at the above College, to include full details plus names/ addresses of two referees. Further details obtainable on request from the College. W.S. Mussett. Director of Personnel Resources. (16604) 220026

STAFFORDSHIRE

EDUCATION COMMITTEE

TAMWORTH COLLEGE OF FURTHER EDUCATION

The following temporary posts are available from 1st September, 1983 to 31st August, 1984, in connection with the MSC Youth Training Scheme.

LECTURER GRADE I IN SECRETARIAL STUDIES.

Applicants must be able to offer the range of Secretarial Skills such as typing, shorthand and audio typing. An ability to offer word processing and/or commerce would be an advantage.

LECTURER GRADE I IN BUSINESS STUDIES.

Applicants must be able to offer a range of subjects such as World of Work, Data Processing, Finance and Business Calculations. An ability to offer Retailing or Computing would be an advantage.

Applicants should have the appropriate qualifications and experience, and the person(s) appointed will be expected to participate in the general administrative work connected with Youth Training Schemes.

Salary:- £5,649 to £9,735.

Application forms and further details are obtainable from the Principal, Tamworth College of Further Education, Croft Street, Upper Gungate, Tamworth, Staffs. B79 8AE, to whom they should be returned within 10 days of the appearance of this advertisement.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (17434) 220026

WIGAN

METROPOLITAN BOROUGH OF WIGAN

WIGAN COLLEGE OF TECHNOLOGY

Required for January 1984 or earlier in this developing tertiary college, Department of professional administration post no: 50 62 081. Lecturer grade II in Law.

Applicants should possess a law degree and/or should be qualified solicitors or *barristers. The successful* candidate will be required to teach the subject to professional and BEC courses and to the first stage of a degree course and will have course tutorship and developmental responsibilities.

Post no: 60 61 081. Lecturer grade I in Accountancy.

Applicants should possess a related degree or a professional accountancy qualification and be able to teach the subject to professional, BEC and general business courses. The main requirement will be for financial accountancy, but applicants should also be able to offer management accounting.

Application forms and further particulars available from and returnable to The Chief Administrative Officer, Wigan College of Technology, WN1 1RR, Parsons Walk, Wigan by 16 September 1983. Ref. A.35. (17468) 220026

Colleges and Departments of Art

CLEVELAND

CLEVELAND COLLEGE OF ART AND DESIGN
Applications are invited for the following posts:-
LECTURER I INTERIOR/EXHIBITION DESIGN
Required from September 1983 or as soon as possible afterwards, to teach DATEC Diploma 3D and General Course students. Applicants should possess a degree or equivalent in one of these subject areas. In addition to studio skills, the ability to teach in workshop situations and the possession of relevant practical skills will be an advantage.
LECTURER I HISTORY OR ART & DESIGN
Required from 1st September 1983, to teach on Art and Design Courses throughout the College. Applicants should possess a degree or equivalent.
LECTURER I BUSINESS STUDIES & PROFESSIONAL PRACTICE
Required as soon as possible, to teach on DATEC Higher Diploma and Diploma Courses throughout the College. Applicants must be appropriately qualified and have experience of professional practice in the design field. Preference will be given to applicants with teaching experience.
SALARY: £5,649 to £9,735.
Application forms and further details are available *from the Principal, Cleveland* College of Art and Design, Green Lane, Middlesbrough, Cleveland TS5 7RJ (Tel: (0642) 821441), to whom they should be returned by 20th September, 1983. (18593) 240026

LEICESTERSHIRE

LOUGHBOROUGH COLLEGE OF ART AND DESIGN
Radmoor, Loughborough, Leics. LE11 3BT

FACULTY OF THREE DIMENSIONAL DESIGN

SENIOR TUTOR (Senior Lecturer Grade) in charge of CERAMICS required for 1st January 1984.

The duties will include the establishment of organisational responsibilities at all levels in order to *ensure the smooth running* of the Department and will also include a teaching commitment of 15 hours per week. Previous graduate teaching experience essential.

Written applications (no forms) giving age and full details of training, qualifications and experience together with the names and addresses of two referees to the Principal as soon as possible. Full details on receipt of s.a.e. (18414) 240026

University Appointments

NEWCASTLE

UNIVERSITY OF NEWCASTLE UPON TYNE

TEMPORARY LECTURER

CENTRE FOR PHYSICAL EDUCATION AND SPORT

The University invites applications from graduates with teaching experience for the post of Temporary Lecturer in the Centre for Physical Education and Sport. The post is tenable for three years from 1st January 1984. Candidates should be able to offer assistance in Dance and Secondary Physical Education, and to the organisation of women's sport within the University.

Salary will be at an appropriate point on the Lecturers' scale: £7,190 - £14,125 per annum according to age, qualifications and experience.

Further particulars may be obtained from the Deputy Registrar (F.P.), The University, 6 Kensington Terrace, Newcastle upon Tyne NE1 7RU, with whom applications (three copies), together with the names and addresses of three referees, should be lodged not later than 23rd September 1983. Please quote reference TES. (17499) 280000

STIRLING

UNIVERSITY OF STIRLING

DEPARTMENT OF EDUCATION

RESEARCH FELLOW

Applications are invited for the post of Research Fellow, on a research project funded by the Scottish Education Department, concerned with the school-based assessment of communication skills in modern languages in S3 and S4. The appointment will be for three years, from 1 November 1983 (or as soon as possible thereafter).

Applicants should be graduates in modern languages, preferably French and German, with recent teaching experience. Further qualifications in education and/or applied linguistics, experience of educational research, and familiarity with current developments in assessment would be advantageous. The initial salary, according to age and experience, will be within the range £7,190 to £8,975 p.a.

Applications, including the names of three referees, should be addressed to The University Secretary, University of Stirling, Stirling FK9 4LA. Tel 3171, Ext 2314 from whom further particulars are available. The closing date for applications is 26 September 1983. (16602) 280000

Fellowships, Studentships and Research Awards

CAMBRIDGE

GONVILLE AND CAIUS COLLEGE
Cambridge
Research Fellowships
The Council intend to elect in 1983-84 to one or more Research Fellowships open to all graduates of or research students in a University of the British Isles who were born after 31 December 1956.
Full particulars may be obtained from the Master's *Secretary, Gonville and Caius* College, Cambridge. Applications for the Fellowships must be received by 10 October 1983. (17389) 300000

Adult Education

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
INSTRUCTOR
ADULT TRAINING CENTRE
New Malden
£6,090 - £8,001 p.a. incl.
We have a well equipped Pottery Studio and are seeking a competent Potter to *complement our staff team in Crafts* Training for mentally handicapped people:-
To provide instruction in the basic uses of clay, coil and slip work and wheel work; and to commission the development of a small cottage industry producing saleable items of pottery.
Candidates male/female must have completed a recognised course of training in Pottery and obtained a post qualification Teaching Certificate or Diploma.
For informal discussion telephone The Manager, Mr K. Foggon, on 01-949 0631.
Application form and job description from: Staffing Officer (SS/HH), Guildhall, Kingston upon Thames, Surrey. Tel: 01-546 2121, Ext. 3499.
Closing date 16th September 1983. (17483) 380000

NEWCASTLE

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
SANDYFORD ADULT EDUCATION CENTRE
BASIC SKILLS TUTOR - LECTURER GRADE I
Applications are invited for the above post, duties to commence as soon as possible.
Applicants should be teachers/graduates with experience in teaching literacy and numeracy to adults, with particular interest and skills in numeracy.
Salary Scale £5,649 - £9,735
Application forms and further particulars are available from the - Director of Education, Further Education Section (Room 413), Civic Centre, Newcastle upon Tyne, NE1 8PU.
Closing date for applications - within 14 days of appearance of advertisement. (17589) 380000

Youth and Community Service

LEEDS

CITY COUNCIL
DEPARTMENT OF EDUCATION
CONTINUING EDUCATION AREA CO-ORDINATOR (YOUTH AND COMMUNITY) AREA 9
(CHAPEL ALLERTON AND HAREHILLS) SENIOR LECTURER EQUIVALENT
Applications are invited from well qualified persons having successful and practical *experience in both youth and* community work. Experience of inner-city needs and of work in a multi-cultural area is essential. The co-ordinator will be expected to continue the development of provision which includes an extensive day and evening programme for young people, a well developed youth training scheme, a large number of voluntary organisations and nine community centres.
Application forms and further details from the Director of Education, (FE/CM/25), Further Education Division, 6th Floor, Merrion House, 110 Merrion Centre, Selectapost 17, Leeds LS2 8DT to whom completed application form should be returned by 16th September 1983.
Leeds is an equal opportunity employer. (18560) 440000

EDUCATION DEPARTMENT

MEDWAY DIVISION

Medway Adult Education Centre
Eastgate, Rochester, Kent

Appointment of

PRINCIPAL

Group 2 – £15,072–£16,194

Applications are invited for the post of Principal from January, 1984 to take responsibility for the development and administration of Adult Education in the Medway Division.

Application forms and further particulars from the Divisional Education Officer, New Road, Rochester to whom they should be returned by 9th September, 1983.

KENT COUNTY COUNCIL

County of Cleveland

EDUCATION DEPARTMENT

Youth Tutor £7,359–£10,497

Applications are invited for this established post at Brotton Youth Centre, Warsett School, Brotton.

The Centre has its own purpose-built facilities with special area, coffee bar, disco, games area, committee room, etc and also has use of extensive school facilities, including a sports hall and gymnasium.

Applicants should be qualified teachers with experience in operating a youth/youth and community centre. Interests in physical activity and outdoor pursuits, the Duke of Edinburgh's Award Scheme and a variety of hobbies and/or sporting skills would be an advantage.

Application forms and further details are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, to whom completed forms should be returned by 16th September, 1983.

SOCIAL SERVICES DEPARTMENT

Teacher – 18 Farndale Road Community Home

£5,178–£8,754 (plus £1,056 per annum Approved Schools Allowance)

Required for January 1984 an experienced or appropriately trained Teacher to work in this four-teacher education unit attached to the County's sole residential Community Home.

Applicants need to be comfortable and assured in working with pupils who have educational, social, emotional and behavioural problems. All potential applicants are advised to arrange a visit to the Unit prior to application.

Teaching responsibilities will principally involve general class teaching with groups of approximately eight teenage boys. Experience of teaching mathematics to slow learners would be an advantage.

Applicants interested in viewing the establishment should make the necessary arrangements with Mr Levitt (Superintendent) by telephoning (0642) 818559.

Application forms are obtainable from the County Director of Social Services, PO Box 91, Marton House, Borough Road, Middlesbrough, Cleveland (Tel: 0642 248855, which is a 24 hour, seven days a week answering service), to whom completed forms should be returned by 19th September, 1983.

When requesting application forms please quote post title and post reference number.

We are an equal opportunities employer.

WEST GLAMORGAN
County Council

EDUCATION COMMITTEE

Appointment of:

1. Training Materials Writers
2. On/Off the Job Tutors

West Glamorgan County Council is currently acting as Host Institution for the European Social Fund Youth Training Scheme Core Skills Project. This project is concerned with writing work based Training Materials which contain the "five core" skills and developing assessment strategies in these to National Standards.

The Authority is seeking to appoint additional members to complement its existing team.

Applicants should have relevant qualifications and experience in one or more of the following areas:

Retail Distribution, Business Studies, Numeracy, Communications, Life and Coping Skills, Computer and Information Technology, General Studies, Youth and Community, Food Preparation and Service, Agriculture and Horticulture, Community and Health Services.

Hours of work:
Training Materials Writers – hours of work are negotiable. The equivalent of 2½ working days per week desirable.
On/Off the Job Tutors – hours of work are negotiable. The equivalent of 1½ working days per week desirable.

Salary:
Training Materials Writers – £9 per hour (subject to review).
On/Off the Job Tutors – £7.58 per hour.

Application forms and further particulars are available from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3SN, on receipt of a stamped addressed envelope.

The closing date for the receipt of completed application forms is Thursday, 15th September, 1983.

YOUTH AND COMMUNITY SERVICES OFFICER

Soulbury Youth Officer Scale £12,408 – £13,833 p.a. inclusive.

One of team of six officers with advisory, organisational and managerial responsibility within diverse services concerned with social education irrespective of age. This service is committed to being responsive to needs and therefore requires efficient yet flexible approaches at all levels, not least among its senior staff. Current development issues within the service include:

— responses to substance abuse
— field project (detached) work
— the Community Programme of the MSC
— community associations/community group work
— staff development and training

Excellent career post for career-minded professionally qualified and committed person. Line-management duties will be varied but may initially:

— include a pastoral area responsibility.

Application forms and further particulars available from the Personnel Officer, Civic Centre, High Street, Uxbridge, Middlesex UB8 1UW. Tel: Uxbridge 50669 (24 hour ansaphone) quoting ref E/ /61X but Principal Youth and Community Services Officer Leslie Brotherton may also be telephoned on Uxbridge 50497 with informal enquiries. Closing date 16 September 1983.

LONDON BOROUGH OF **Hillingdon**

ECIS

INTERNATIONAL SCHOOL MOSHI TANZANIA

(co-educational day and boarding school for pupils aged 6-18 years)

HEADSHIP

Applications are now being invited from qualified administrators, preferably with experience of the Third World. The appointment will start in June 1984.

For further information and an application form, please write to: The European Council of International Schools, 18 Lavant Street, Petersfield, Hampshire GU32 3EW.

YOUTH AND COMMUNITY
continued

DURHAM

COUNTY COUNCIL EDUCATION DEPARTMENT
Applications are invited from suitably qualified persons for the following full-time post.
HORDEN YOUTH CENTRE
Youth Leader - JNC Range 3 Points 1 - 5 £7,485 - £8,415.
Stamped addressed envelope for further details and application forms returnable by 23rd September, 1983 from the Director of Education, County Hall, Durham DH1 5UJ. (18607) 440000

LEICESTERSHIRE

BEAUCHAMP COMMUNITY COLLEGE
Ridge Way, Oadby, Leicester

COMMUNITY TUTOR (YOUTH)

Applications are invited for the post of Community Tutor (Youth) for this full integrated Community College. As well as there being a 30% teaching commitment, the post carries special responsibility for the youth programme in College.

Salary: Burnham F.E. Lecturer I.

Further details to be obtained from the Principal, Beauchamp College, Ridge Way, Oadby, Leicester. Tel: Leicester 715809, to whom applications are to be made, together with the names of two referees, within two weeks of the appearance of this advertisement. (18412) 440000

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL
DEPARTMENT OF EDUCATION
FULL-TIME YOUTH WORKER
VICTORIA PARK YOUTH CENTRE
Suffrage Street, Smethwick, Warley, West Midlands
J.N.C. Scale 3 (points 1-5)
£7,485 - £8,415

Applications are invited from qualified and experienced Youth and Community Workers and Teachers with youth work experience.

The person appointed will be responsible for a centre and have oversight of neighbouring provision in the Windmill Lane area of Smethwick. The post requires an energetic and imaginative person with a *keen interest in young people*. The person appointed will be offered full support in developing and exploiting the existing facilities available and, at the same time, be [illegible] to continue the strong links with other agencies in the community.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. A union membership agreement is in operation.

Further information and application forms available from: The Director of Education, Education Office, Highfields, High Street, West Bromwich, West Midlands. (17582) 440000

SENIOR YOUTH LEADER REQUIRED

Fourth Feathers Youth Club, 12 Rossmore Road, London NW1. Voluntary grant-aided club. Purpose-built. Interest in outdoor pursuits/weekend activities. Appointment to the Feathers Clubs Association. Salary scale in accordance with JNC conditions - 3H.

Application form and job description from The Feathers Clubs Association, 12 Rossmore Road, London NW1. Closing date 23rd September 1983. S.A.E. Enquiries Tel: 01-723 9167. (14624) 440000

Overseas Appointments

ABU DHABI

AL-RASEEN FIRST SCHOOL, Abu Dhabi, U.A.E.
Due to increased expansion programme we require for September 1983 fully qualified and experienced Kindergarten/Infant teachers for posts in our well established International School with 700 pupils aged 3 to 7 years.
Free shared air conditioned accommodation. Annual leave with fares paid to London. Gratuity after two years. No Taxes. Interview in London.
Please apply in the first instance with a handwritten application accompanied by full C.V., Testimonials and two photographs to 85 Westmoreland Terrace, London SW1V 4AH. (15793) 460000

ATHENS TO ZIMBABWE

Hundreds of teachers working all over the world learned Teaching English as a Foreign Language (TEFL) with Linguarama before taking up their position. See also under Educational Courses. (55353) 460000

CHRISTIAN TEACHERS

Needed for Secondary Schools in Africa and New Guinea. Challenging work. Volunteer terms.
Volunteer Missionary Movement, Shenley Lane, London Colney, Herts. AL2 1AR. (16891) 460000

SECONDARY EDUCATION

TUVALU

(a) TEACHERS OF ENGLISH (2 Posts including 1 Head of Department)

● The Head of Department will be expected to teach English to Forms I-V; to become involved with the daily administration and management of the school. Applicants aged up to 45 should have a First Degree in English, a post-graduate Diploma in Education and experience of teaching English at Secondary level. Appointment 2 years. Salary in range £10,194-£13,675 pa including an allowance, normally tax-free, in range £7,734-£10,434 pa. Terminal gratuity 25% of basic salary. *Ref 372/1F.*

● The English teacher will be expected to teach English to Forms I-V with emphasis on Curriculum Development and teaching ESL. Applicants aged up to 45 should have a First Degree in English, a post-graduate Diploma in Education and should have experience of Curriculum Development and teaching ESL. Appointment 2 years. Salary in range £9,570-£13,675 pa including an allowance, normally tax-free, in range £7,110-£10,434 pa. Terminal gratuity 25% of basic salary. *Ref 372/2F.*

(b) TEACHER OF MATHEMATICS/SCIENCE (Head of Department)

To teach Maths/Science to Forms I-V; to become involved with the daily administration and management of the school. Applicants aged up to 45 should have a First Degree in Maths or Science and a post-graduate Diploma in Education. Appointment 2 years. Salary in range £10,416-£13,969 pa including an allowance, normally tax-free, in range £7,956-£10,728 pa. Terminal gratuity 25% of basic salary. *Ref 372/3F.*

ALL POSTS: Other benefits include free family passages, children's education allowance and subsidised accommodation.

An appointment grant of up to £300 and an interest free loan of up to £2,700 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be British Citizens.

For full details and application forms please apply, stating post concerned, giving details of age, qualifications and experience, quoting appropriate reference, to: **Appointments Officer, Overseas Development Administration, Room AH 351, Abercrombie House, Eaglesham Road, EAST KILBRIDE, Glasgow G75 8EA.**

ODA

OVERSEAS DEVELOPMENT
BRITAIN HELPING NATIONS TO HELP THEMSELVES

OPPORTUNITIES IN ZIMBABWE

The Zimbabwe Ministry of Education and Culture wishes to engage secondary teachers for service on three year contracts with effect from January, 1984.

Certified graduates and certificated non-graduates will be given preference, but applications from uncertificated graduates will be considered. It should be noted that only graduates with degrees in teaching subjects will be considered. The Ministry does not recruit persons with degrees in such fields as sociology, philosophy and political science.

Interested persons should write as soon as possible to the Recruiting Attaché, Zimbabwe High Commission, Zimbabwe House, 429 Strand Street, London WC ZR-OSA.

Letters must provide a brief curriculum vitae, which in the case of graduates must state the subjects studied in each year of the degree course. Enquires which do not provide these details will not be answered.

SSCBB:LINTAS 4217

OVERSEAS
continued

ITALY

BARI
Authorized school of English, also using English Teaching Theatre, requires EFL teachers. Applicants should have a degree, Teaching Certificate, relevant experience teaching English to foreigners, some knowledge of Italian and the International House or equivalent teaching diploma.
Salary: 5,100,000 Italian lire net for eight month period (October to May). Passage paid from Britain.
Extras: arrangements can be made for optional free accommodation.
Write enclosing telephone number, full c.v., recent photograph, two references and photocopies of degrees and diplomas to: The Director, Lord Byron College, Via Sparano, No 102, Bari, Italy. 460000

CYPRUS

TEACH IN CYPRUS AND THE MIDDLE EAST
Many hundreds of teachers for all subjects and grades will be required from primary to university levels for this and the next academic year. Good pay, no tax, warm climate and good employment conditions.
For details of how to contact employers please send one pound. Should *you find* this offer unacceptable please tell us why, return our literature and we shall send you your money less 30 pence for postage.
Epic, P.O. Box 3711, Nicosia, Cyprus. (63743) 460000

CYPRUS

TEACH IN CYPRUS THE MIDDLE EAST AND NORTH AFRICA
Many hundreds of teachers for all subjects and grades will be required from primary to university levels for this and the next academic year. Good pay, no tax, warm climate and good employment conditions.
For details of how to contact employers and cost, please send one pound.
Epic, P O Box 3711, Cyprus. (18557) 460000

SAUDI ARABIA

EXPERIENCED EFL/ESP INSTRUCTORS

Required for late September or early October. For some posts experience in one of the following areas essential:

Technical English
Creative Audio/Lang Lab and Video/Camera Work
English for Financial and Admin Employees

Excellent professional facilities and working conditions.
Furnished accommodation provided.
Salary C£16,000 pa tax free.
Contracts one year renewable, with two paid air fares.
The Director of Studies will be in England from 15th–22nd September to meet short-listed candidates.
Write with full cv to:
**ELT Banbury
20 Horsefair
Banbury, Oxfordshire**
(Male candidates only can be considered)

EGYPT

ST. FATIMA SCHOOLS
Cairo, Egypt
This primary school (4 to 12 years) requires qualified teachers of English as a foreign language, start October, also music teachers.
Please contact Mr. Fouad Habib, 101 Abdel Aziz Fahmy St., Heliopolis, Cairo, Egypt.
Please send recent photo, references and c.v. (17443) 460000

GREECE

EFL Schools on Gk islands req. fluent Gk organizers Alexander Inst Astorahis 27 Salonika Tel: 827106 843948. (17225) 460000

ITALY

Professional Polish-Italian couple requires female as TUTOR/COMPANION to improve English level of Massimiliano, 10. Private tutoring has advanced his level to exceptional. Precise dictation is required.

Must have excellent knowledge of English and be capable of teaching. BA, BEd English preferred.

Must love children and be healthy, mature, adaptable, responsible, patient, tidy and cheerful. Non-smoker. Swimmer preferred.

Live in country. Pleasant, private living accommodation. One day free weekly, plus all school time.

No housework. Excellent remuneration. Exceptional family holidays. Minimum 1¼ years. Fares paid after 2 years. Start as soon as possible.

Hand written application, including photocopies of educational documents, references, recent photo, tel. no. to: Mrs. Poletto, 88029 Serra San Bruno, Cantanzaro, Italy. (17392) 460000

ITALY

T.E.F.L. Teacher required for language school in South Italy Oct. 1983 - June 1984.
Send curriculum vitae and photograph to International School via Vittorio Veneto, 69 Reggio Calabria - Tel: 0965/95095. (14519) 460000

THE BRITISH COUNCIL

Posts overseas

Angola

1 Senior Teacher of English
1 Teacher of English
National Language Institute, Luanda

The National Language Institute was founded in 1978 and runs a variety of English courses for personnel nominated by Ministries, parastatal institutions and businesses.

Duties: Teaching the Core Course, devising new curricula, in-service and teacher training. In addition the Senior Teacher will have administrative responsibilities. The successful candidates will be part of a team of six. These posts are open to single men and women.

Qualifications: Senior Teacher: candidates should have a Masters degree in Applied Linguistics or equivalent, plus at least five years experience in TEFL Teacher Training. A knowledge of Portuguese and Third World experience is desirable. Teacher: candidates should have an honours degree, RSA TEFL or postgraduate TEFL qualification and at least three years TEFL experience. Teacher Training.

Salary: Total emoluments will be approximately as follows, according to qualifications and will include a local salary in Angola and a tax free, sterling subsidy. Senior Teacher: £16,000–£18,000; Teacher: £13,100–£15,000.

Benefits: Free shared furnished accommodation. Baggage entitlements on arrival and termination; air fares to and from post for postholder and family; annual fare-paid leave; medical cover.

Contract: Two year contract with the British Council in London. Successful candidates will also have a contract with the Angolan Government; commencing as soon as possible.

Reference: 83 A 146–147 T

Poland

Senior Lecturer in English Literature
University of Gdansk

Duties: To teach 17–20 century English Literature to Polish students following the MA course in English Philology.

Qualifications: Candidates should be British nationals with a postgraduate degree in English Literature (PhD desirable) and some university teaching experience.

Salary: Local salary 14–20,000 zloty per month, plus a sterling subsidy of £6,780 *per annum*, paid in Britain.

Benefits: Free furnished accommodation, fares and medical cover.

Contract: One year contract with University, renewable, commencing 1 October 1983 or as soon as possible thereafter.
Closing date for Applications: 16 September 1983.
Reference: 83 B 74 T

Technical Post (OSAS) Botswana

Chief Technical Education Officer
c. £21,000

(Including a substantial tax free supplement paid by the British Government under its Aid programme)
To Head the Technical Education Department of the Ministry and be responsible to the Permanent Secretary, Ministry of Education, for recommending policy on the Technical Education and Training Programmes; oversight of the Technical Education and Vocational Training Institutions including the Botswana Polytechnic and the Auto Trades Training School; liaison with Government Departments; parastatal and the private sector.
The person appointed will have previous overseas experience at a senior level, be a Chartered Engineer with a degree or equivalent, who has a minimum 12 years experience in further education at least four of which should have been as Principal or Head of Department; minimum of five years industrial experience. Substantial administrative experience with the ability to analyse and translate Governmental and local requirements into viable developing projects. Experience in handling financial and manpower estimates and requirements. The age limit is 55 and candidates must be citizens of the United Kingdom.
Appointment on contract to the Government of Botswana for 30–36 months *initially commencing as soon as possible.*
25% terminal gratuity on basic salary; free passages; subsidised accommodation; holiday visit passages and education allowances for children; an appointment grant and interest free advance of £2,700 are payable in certain circumstances.
Closing date for Applications: 23 September. Interviews will be held in London between 12–14 October.
Reference: 83 D 140 T

For further details and an application form, *please write*, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

ITALY

Female - Male teachers for:
1/ English courses;
2/ English and Technical aeronautical language (possibly helicopters).
Courses starting September, October, November and January. Answer by express letters with curriculum vitae, photo and telephone number to Big Man's Schools, 16, Via Regina *Margherita*, 72100 - Brindisi. (13722) 460000

KENYA

GREENACRES SCHOOL
P.O Box 46919, Nairobi, Kenya
Requires for September term 1983 one Physics/General Science teacher to 'O' level.
Please apply with C.V. to Headmaster. (17571) 460000

KENYA

Qualified & Experienced Teacher for Science/Games required in January 1984, at a Nairobi School, for Upper Primary/Lower Secondary ages.
Details and photograph to:- P.O. Box 24466, Nairobi, Kenya. (18011) 460000

SPAIN

TEACH IN IBIZA - Morna Valley School urgently requires:
1) SECONDARY teachers (preferably fully qualified) in
a) Mathematics and Science
b) *History (Preferably with* Modern Languages)
c) Modern Languages
d) Biology with General Science
2) fully qualified PRIMARY teacher
3) REMEDIAL teacher for 12/13 year olds with special learning problems.
Rush your curriculum vitae with photograph and telephone number to: The Director, Morna Valley School, Apartado 95, San Carlos, Ibiza Baleares), Spain. (16507) 460000

SPAIN

Vacancy for E.F.L. teachers, October 1983 to June 1984.
Applications express post, full curriculum vitae and photograph, copy reference, names of referees to Euroschools, Regueiro, 2, Vigo, Spain. Tel: (86)291648. (01505) 460000

SWAZILAND

HEAD
WATERFORD KAMHLABA UNITED WORLD COLLEGE OF SOUTHERN AFRICA
A private, international, co-educational secondary school situated near Mbabane, Swaziland with an enrolment of 350 students and offering courses to G.C.E. O-Level and the International Baccalaureate.
Applications for the post of Head, which becomes vacant in 1984, should be sent including C.V. and names of three referees to: Chairman, Search Committee, P.O. Box 52, Mbabane, Swaziland by Friday, 7th October 1983. (13796) 460000

SWITZERLAND

Teacher Trainer with pioneer spirit required to join professional team on an R.S.A. C.O.T.E. Course in Switzerland. Experience/Personality essentials. Excellent 18 month contract available.
Full CV to:- Mr. I.G.M. Thomas, Klubschule Migros, Jurastrasse 4, 4053 Basel, Switzerland. (18576) 460000

Administration Local Education Authority

CALDERDALE

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
CO-ORDINATOR (COMPUTER EDUCATION)
SALARY SCALE BURNHAM SENIOR TEACHERS £9,435 - £12,744
Required from January 1984 or earlier to be based in the Education Department and be responsible for the development of Computer Education in schools and other educational establishments. The person appointed would have a key role advising Heads and teachers in the choice of hardware and also the choice of good educational software throughout the curriculum areas. In liaison with the Advisory Service would be responsible for planning and organising in-service training courses for staff at all levels.
Applicants should be qualified teachers or have a relevant degree or final certificate of a professional association.
Essential car users allowance payable.
PROFESSIONAL ASSISTANT (P.O. 1 - 5 £9,945 - £11,058 per annum).
Applications are invited from graduate men and women in possession of a post graduate Certificate of Education for the post of Professional Assistant.
This post is aimed at teachers wishing to enter the field of Educational Administration at a trainee level. Opportunities will be provided for the person appointed to gain experience in each section of the Education Department over a period of time.
'Casual' car allowance available.
Application forms and further details available (please specify the post), on receipt of a foolscap S.A.E., from the Chief Education Officer, Northgate House, Northgate, Halifax HX1 1UN, to whom completed forms should be returned by 16th September 1983. (16618) 480000

NORTHAMPTONSHIRE

TEMPORARY PROFESSIONAL ASSISTANT SO/PO1 (Points 1-5)
A Professional Assistant is required, for January 1984 or earlier if possible for a fixed period ending in June 1985, as one of a team of five professional assistants engaged in a variety of duties relating to the work of the main *branches of the Education Department* - Schools, Planning and General Services, Higher and Further Education - and to the work of the Inspectorate, Advisory and Training (Teachers) Branch. There will be a review at the end of this period.
Candidates should have a good background of teaching and preferably an honours degree.
The commencing salary will be within the range of the scales for Senior Officers and Principal Officers (1-5) £9,060 to £11,052 according to qualifications and experience.
Removal expenses of up to £229, separation and *disturbance allowances will* be paid in appropriate circumstances.
Application forms and further details are available from the County Education Officer, (Ref. G/ST/VS/C), Northampton House, Northampton NN1 2HX. (SAE please). Closing date for completed applications is 16th September 1983. Interviews will be held in Mid-October 1983. (18562) 500000

SUNDERLAND

BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
SCHOOL MEALS ORGANISER
SOULBURY SENIOR RANGE (POINTS 17 - 21) (£10,539 - £11,703)
Applicants should be suitably qualified persons and must possess an H.C.I.M.A. Diploma or equivalent qualification and have experience of large scale catering.
Application forms and further particulars (s.a.e. or by telephone ext. 15) from the Director of Education, Town Hall and Civic Centre, Sunderland SR2 7DN to whom applications should be forwarded so as to arrive within 14 days of the publication of this advertisement. (17594) 480000

Senior Assistant Education Officer

(Budget and Resources)
Salary: £17,244–£18,468

A suitably qualified person with broad and senior administrative experience is needed for this third tier appointment in the County Education Department based at County Hall, Exeter.

The post has overall responsibility for personnel issues, office management, school transport, catering service, and the development and implementation of computer based administrative and financial systems.

It also, below the Deputy and Chief Education Officer, carries the most senior responsibility for budget and finance.

Further information and application form (sae please) from Chief Education Officer, County Hall, Exeter EX2 4QG returnable by 16th September, 1983.

DEVON

Advisory and Inspection Service

Applications (male or female) are sought from experienced and well qualified educationists for the following important posts in the Authority's Advisory and Inspection Service which are vacant due to the promotion of the current postholders.

General Inspector
(Special Education needs)

Applicants should have had experience at a Senior level in school and be able to demonstrate an understanding of special education needs, a knowledge of current trends and recent legislation in addition to a commitment to professional development of teachers in this area of work. This is a re-advertisement and previous applicants need not re-apply.

General Inspector
(Secondary Education)

This post is concerned with general curriculum and professional development work in Secondary Schools. Applicants should have held a senior post in secondary education and be able to demonstrate skill in and understanding of curriculum, management and professional development issues.

General Inspector
(Music Education)

Applicants for this post will have been involved with music education at a senior level. The postholder will be expected to make a contribution at all stages of the education service and be involved in curriculum and professional development.

All General Inspector posts are graded at Soulbury Group 9 *Head Teacher Scale ie £15,027 pa – £16,281 pa.*

Re-location expenses where appropriate.

Application forms and further details are available from the Director of Education (s.a.e. please) at County Hall. Closing date 16th September. When applying please state post title.

Please quote ref: A12/145.

An Equal Opportunity Employer

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

Required for 1st January 1984

ADVISORY TEACHERS

(SCALE 4)

FOR: MODERN LANGUAGES ART

Applicants should be suitably qualified and have had successful teaching experience in the area concerned. Both posts will be based in Chelmsford.

FOR: PHYSICAL EDUCATION

Applicants should be suitably qualified and have successful teaching experience. They should have a good knowledge of physical education in *the Primary School and will be expected* to hold workshop sessions and tutor teachers' courses for primary teachers.

COUNTY UNATTACHED STAFF

TRAVELLERS' CHILDREN

(SCALE 4)

Applications are invited for this new post concerned with both teaching and advisory work in connection with Travellers' Children. Applicants should have good experience and sound expertise in this area of work. The post will be based in Chelmsford.

Closing date for all posts: 16th September, 1983.

Removal and disturbance allowance scheme in operation.

Please send foolscap s.a.e. for application form and further details to the County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.

TES 48

ESSEX County Council

Specialist Careers Officer

(Community Centred)

Scale 6: £8,154–£8,712 per annum + £747 London Weighting

[illegible] will form part of a team comprising an Education Liaison Officer, a Project Development Officer and managed by a youth worker. This is a demanding post which requires skills and experience in dealing with young adults, mainly from the West Indian and Asian sector of the community, whose problems are broadly to do with employment, further education and training.

Applications are invited from professionally qualified and experienced careers officers attracted by the opportunity to participate in a team effort to help young people in the community who for various reasons have become disaffected. A keen interest in the development of careers work with ethnic minorities, and an awareness of their cultural differences, would be of particular value. The successful applicant will *also be required to liaise and develop strong links with local* educational institutions, Youth and Community leaders, and a variety of other agencies catering for the needs of young people.

Working hours – 35 hours per week. Daily working hours to be discussed.

Brent is an equal opportunity employer. Applications are welcome from candidates regardless of race, nationality, ethnic or national origins, age, marital status, sex, sexual orientation and from disabled persons.

Application forms and job descriptions from the Personnel Division Room 1, Brent Town Hall Annexe, Forty Lane, Wembley, Middlesex HA9 9BR returnable by 23rd September. Tel: 01-903 0371 (24 hour Ansafone service). Reference number E/619 must be quoted.

London Borough of

BRENT

STAFFORDSHIRE COUNTY COUNCIL
EDUCATION COMMITTEE

Careers Officer

(Unemployment Specialist)

Salary: Within the range Scale 4–5 £6,284–£7,896

Applications are invited from qualified and experienced Careers Officers, and students who have recently completed Dip. C.G. courses for this post at Longton Careers Office, dealing with the development of training, guidance and placement for unemployed young people.

Qualified and experienced Careers Officers may be appointed on Salary Scale 5.

A car allowance is payable and assistance with removal expenses is possible.

Application forms and further details from Chief Education Officer, (Staffing Non-Teaching), Tipping Street, Stafford ST16 2DH.

Closing date: 14 days after appearance of this advertisement.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union.

ADMIN LEA cont.

Education

Adviser/Inspector for Computer Education

***Salary Burnham Group 8/9* (currently £13,953–£15,189 and £15,027–£16,281 respectively)**

Required from 1st January 1984. Applications are invited from suitably qualified and experienced candidates for this new post in the County Inspection and Advisory Service to enable the developments which have already taken place in Computer Education in Bedfordshire to be consolidated and extended. An ability also to cover Business Studies and/or Economics will be an advantage.

The appointment in the first instance will be to the post of Adviser (Group 8), but subject to satisfactory progress the successful candidate may expect to advance to the post of Inspector (Group 9) after about two years.

Essential car user allowance. Car loan scheme. Approved removal expenses paid.

Application form and further details are available from D. P. J. Browning, MA, Chief Education Officer, County Hall, Bedford MK42 9AP or telephone Bedford 63222, Ext. 345.

Closing date Friday, 16th September 1983.

The Council is an equal opportunity employer.

Bedfordshire

GENERAL ADVISER

(Physical Education)

£16,653-£17,907 inc.

This is one of two posts which have responsibility within a team of General Advisers for all aspects of the teaching of Physical Education.

Candidates should be suitably qualified and have successful teaching experience.

Temporary housing (up to 51 weeks), 100% removal expenses (£600 maximum), generous relocation costs and lodging allowance where appointee needs to move.

Application forms and further particulars, (enclose s.a.e.) obtainable from the Director of Education, PO Box 56, Civic Centre, Silver Street, Enfield, Middx., EN1 3XQ. Closing date 30th September 1983. Please quote reference OGD/338.

TES 48

London Borough of
Enfield

Education Department

SENIOR ADMINISTRATIVE OFFICER

Post E.62
£9,060–£9,660 per annum

Applications are invited for the above post based in the Sites and Buildings Section of the Schools Division, County Hall, Ipswich.

The postholder will be required to manage the section's administrative and clerical processes. Attendance at meetings, liaising with a variety of internal and external bodies and the ability to deal with a large volume of correspondence on sites and buildings matters will be expected of the successful applicant.

Possession of a final relevant qualification will be an advantage.

Application forms and further details are available from the County Education Officer, Education Department, Grimwade Street, Ipswich IP4 1LJ.

Closing date: 16th September, 1983.

Suffolk County Council

ASSOCIATION OF METROPOLITAN AUTHORITIES

EDUCATION OFFICER

(Re-advertisement)

The Education Officer is responsible for the Association's work in Education, including advice to the Education Committee, maintenance of communications with member authorities and representing the metropolitan viewpoint in education to central government and a wide range of other agencies. The Education Officer is a joint Education Officer to the Council of Local Education Authorities, and he services the Association's Arts and Recreation Committee. The post demands wide experience of education administration.

The salary for the post is currently £25,366 to £26,583 per annum plus London Weighting of £1,134. Local Government Superannuation scheme applies.

Further details and application forms from Mrs. J. Bell, AMA

36 Old Queen Street, London SW1H 9JE (01-222 8100 Ext 245). *Closing date 16 September 1983.*

Previous applicants will automatically be reconsidered.

Appointment of Principal

Lea Green Centre

Applications are invited for the post of Principal of the *Lea Green Youth and Sports Training Centre* from 1st January, 1984.

The Centre which is attractively situated some five miles from Matlock offers a wide range of residential and non-residential courses.

The Principal is required to be resident.

Salary: Headteacher Group 7 plus £3,231 for other responsibilities, including extraneous duties at Lea Green.

Application forms and further particulars available from the Director of Education, County Offices, Matlock DE4 3AG.

Closing date: 21st September, 1983.

Derbyshire County Council is an equal opportunity employer.

DERBYSHIRE County Council

Health Education Officer

Applications are invited for the post of Health Education Officer to join a busy health promotion team based at the Eastbourne Health Education Unit. This is an interesting and challenging appointment requiring the applicant to work both as an independant professional and as a team member. Appropriate professional and health education qualifications essential.

Senior Administrative Assistant salary scale commences at £7,404 and rises by annual increments to £9,026.

Enquiries to Miss P. Faber, Principal Health Education Officer, Avenue House, The Avenue, Eastbourne. Tel. 37121, Ext. 246. *Application forms* available from J. Chadwick, Unit Administrator, Ext. 257. Closing date for return of completed application forms 19th September, 1983.

HEALTH AUTHORITY
Eastbourne

METROPOLITAN
BOROUGH OF KNOWSLEY
EDUCATION DEPARTMENT

GENERAL ADVISER

(GROUP 8) £13,953 – £15,189 PER ANNUM

WITH PARTICULAR RESPONSIBILITY FOR NURSERY AND INFANT EDUCATION

Applications are invited from well qualified, experienced teachers with good organising ability who are able to offer advice on all aspects of the curriculum and organisation in Infant and Nursery education. The person appointed will be responsible to a group of for general advice and guidance also to a group of primary schools in a defined area of the Borough and will be expected to make a distinctive contribution to the Education Service in Knowsley. *Essential car user's allowance is payable.*

Further particulars and application forms from Peter M. Neafsey, Borough Education Officer, Huyton Hey Road, Huyton, Merseyside L36 5YH. Tel: 051-480-511 Ext. 281/280.

Please return application forms as soon as possible.

PROFESSIONAL ASSISTANT

Applications are invited from Honours Graduates with teaching experience. The successful candidate will be engaged primarily on *duties connected with the building* programme for Secondary Reorganisation and compliance with new School Premises Regulations. There will be opportunities to gain experience in other areas of educational administration.

The appointment will be reviewed after three years.

Salary: Principal Officers Range I – £10,542–£11,649 pa including London Weighting.

CROYDON

Telephone 01-686 4433, Extension 2254/2539 or write to the:
Director of Education (PPO)
London Borough of Croydon
Taberner House, Park Lane
Croydon CR9 1TP
for further particulars and application form.
Closing date Friday, 30th September, 1983.

HAMPSHIRE
EDUCATION AUTHORITY

Adviser for Physical Education

(Re-advertisement)

Soulbury Head Teacher Group 7

Required to join a County team of Physical Education Advisers and to have special responsibilities for advisory work in Outdoor Pursuits.

Reference number CE.03.095.

Adviser for Primary Education

Soulbury Head Teacher Group 7

To be a member of a County team of Advisers and to be based in the south of the County.

Reference number CE.03.611.

Application form and further particulars for the above two posts available from Education Personnel Unit, The Castle, Winchester SO23 8UG enclosing an SAE or telephone Winchester 54411, ext. 455. Please quote appropriate reference number.

Returnable by 16th September.

PRINCIPAL ASSISTANT (PRIMARY)

East Sussex

PRINCIPAL ASSISTANT (SECONDARY)

(2 Posts) £12,738-£14,034

Applications are invited for these posts from administrators with teaching experience. The successful candidates will work closely with the Assistant Education Officer, either Primary or Secondary, and will have excellent opportunities to gain experience in a large department. Both vacancies arise from the promotion of the previous postholders.

Further information, job descriptions and application forms from the County Education Officer, PO Box 4, Lewes, East Sussex. Closing date 20th September.

Candidates will be considered for both posts unless they indicate to the contrary.

EDUCATION OFFICER (SCHOOLS)

(TWO POSTS)

P.O. 3(b) £16,371 – £17,691 per annum

Required to join a team of eight Officers undertaking as a major part of their responsibilities local territorial duties in one or more administrative areas of the County, and/or assisting with, or being responsible for, assignments on a wider, including County-wide, basis.

Closing date: 16 September, 1983

Application forms and further details from *County Education Officer (P)* P.O. Box 47, Threadneedle House, Market Road, Chelmsford CM1 1LD (Tel: (0245) 267222 ext: 2626).

ESSEX County Council

Administration General

NATIONAL INSTITUTE FOR CAREERS EDUCATION AND COUNSELLING (NICEC)

(sponsored by The Hatfield Polytechnic and CRAC)

Required for 1st January 1984 (or earlier) a DEVELOPMENT OFFICER to take major responsibility for the work of a 12-month support project for the Open Tech Programme. This project has been commissioned from NICEC by the Open Tech Unit at MSC to assist in the development of policy options for the provision of guidance and counselling in and around the Open Tech Programme. A background in guidance and/or open learning is essential; research experience would be an asset.

This project is based in NICEC's Training and Development Unit (Post School) and could be suitable for a SECONDMENT (or possibly for a person working FREELANCE).

Salary: £10,215 (L II Pont 7).

For further details and application forms contact John Miller, NICEC Training and Development Unit (Post-School) at Bayfordbury House, Lower Hatfield Road, Hertford SG13 8LD (Tel: (0992) 58001). (17375) 500000

Education Psychologists

DONCASTER
METROPOLITAN BOROUGH COUNCIL

EDUCATION PSYCHOLOGIST (2 POSTS)

SOULBURY RANGE BURNHAM Q.T. 3.4 - HT GP 7

In order to implement the 1981 Education Act two full-time posts have been created for educational psychologists in the School Psychological Service. The Service is organised on an area basis and successful applicants will join the existing team of six which is based centrally in Doncaster.

Applicants should possess an Honours Degree in Psychology (or equivalent) and an approved postgraduate qualification in educational psychology, and should have at least two years' recognised teaching experience.

Further particulars and application forms are obtainable from the Chief *Executive, Personnel Section*, 2 Priory Place, Doncaster DN1 1BN and should be returned by 16th September 1983.

We are an equal opportunities employer. (17521) 560000

Education Department

Subject Advisers (2)

Craft, Design and Technology and Home Economics and Health Education

Salary: £13,668–£14,898 (inc. London Weighting), plus car user allowance (Head Teacher Group 7)

Applications are invited from qualified teachers in these subject areas, for appointments from 1st January, 1984. Candidates should have substantial school teaching experience, and possession of an advanced qualification would be an advantage.

NJC Conditions of Service will apply.

Please quote ref: G 5484.

Application forms and further details from Recruitment Officer, Personnel Department, Town Hall, Forest Road, London E17 4JF. Tel: 01-531 8899 – 24 hour answering service.

Closing date: 16th September, 1983.

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status

Waltham Forest

INSPECTORS OF SCHOOLS (BIOLOGY : HISTORY)

£13,772-£17,838

DEPARTMENT OF EDUCATION (NORTHERN IRELAND)

1. **BIOLOGY (Job Ref. SB 83/83/T)**
   Applicants must possess a first or second class honours degree in Biology and have suitable teaching experience, preferably of not less than 10 years' duration, in schools or College of Further Education.

2. **HISTORY (Job Ref. SB 84/83/T)**
   Applicants must possess a first or second class honours degree in History and have suitable teaching experience, preferably of not less than 10 years' duration, in schools or Colleges of Further Education.

General

Inspectors of Schools give a *service of professional advice to the* Department, carry out general and specialist inspection duties in schools and Colleges of Further Education, contribute to in-service training of teachers and undertake other tasks which the Department may from time to time require.

The successful applicant may be required to work anywhere in Northern Ireland and, if necessary, work outside normal office hours.

Starting salary will be related to qualifications and experience and successful applicants may in certain circumstances be entitled to a partial refund of expenses incurred in taking up appointments.

Opportunities exist for promotion *to higher grades within* the inspectorate.

The Civil Service Commissioners may decide to interview only those applicants who appear from the information available, including level of academic attainment and relevant teaching experience, to be best qualified.

The posts are open to both men and women.

For an application form please write or telephone, quoting the appropriate job reference, to the Civil Service Commission, Rosepark House, Upper Newtownards Road, Belfast BT4 3NR (telephone Dundonald (02318) 4567 ext 583). Completed forms must *be returned to arrive not later than* the closing date, 23 September 1983.

NORTHERN IRELAND CIVIL SERVICE

Educational Psychologist

Readvertisement

Applications are invited for a post in the Derby area, joining a team of seven. Although a range of work will be available, the major responsibilities will relate to secondary schools and older children. Applicants should be able to offer or to develop specialized skills in working with schools as systems and in in-service training, as well as in assessment, advice, counselling and vocational guidance for individual adolescents.

Applicants should possess an Honours degree in Psychology, relevant teaching experience and postgraduate training in Educational Psychology.

Salary within the Soulbury Scale for Educational Psychologists – Points 6–22 (£8,454–£14,253).

Removal expenses and lodging allowance are payable in approved cases. Car loans are normally available.

Travelling allowance in accordance with the County Council's current scale for essential users.

Closing date – 30 September 1983.

Previous applicants will be considered without the need for re-application.

Application forms and further details for the above post (SAE please) may be obtained from the Director of Education, County Offices, Matlock, Derbyshire.

Derbyshire County Council is an Equal Opportunity Employer.

DERBYSHIRE County Council

Educational Psychologist (Part time)

An opportunity exists for a qualified Education Psychologist to work on a part time basis in the Amber Valley and Erewash area of the county, based in Ripley. The duties will be of a general nature within a team of seven, which is part of the county team of twenty one.

Appointment may be on a permanent or temporary basis.

Applicants should possess an honours degree in Psychology, relevant teaching experience and postgraduate training in Educational Psychology.

Salary within the Soulbury scale for Educational Psychologists – points 6–22 (£8,454–£14,253 pro rata).

Appropriate travelling allowance in accordance with the County Council's current scale.

Closing date – 30 September 1983.

***Application forms* and further details for the above posts (sae please) may be obtained from the Director of Education, County Offices, Matlock, Derbyshire.**

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER

DERBYSHIRE County Council

Educational Psychologist

Carlisle

£10,143 to £14,253

Cumbria County Council invites applications from *men and women* for the above post which offers an exciting opportunity to share in the development of the service in Cumbria. Candidates should have an honours degree in Psychology or suitable equivalent qualification, a post graduate qualification in Educational Psychology, recognised teacher training and reasonable teaching experience in schools.

Removal and associated expenses payable in appropriate cases. Essential Car User Allowance.

Further details and application forms are available on receipt of a stamped, addressed envelope, from Director of Education, 5 Portland Square, Carlisle CA1 1PU, to whom completed forms should be returned together with a full letter of application by 23 September.

Cumbria

EDUC PSYCHOLOGISTS continued

CALDERDALE
METROPOLITAN BOROUGH OF CALDERDALE EDUCATION DEPARTMENT ENGLISH LANGUAGE TEACHING SERVICE
Required immediately FOUR EXPERIENCED TEACHERS (Scale 1 + saa) to teach English as a second language within the Authority's Primary and Secondary Schools.
Application by letter to the Head of Service, West House, King Cross Street, Halifax HX1 1EB, to be received within 10 days of the advertisement. (16811) 580000

ST. HELENS
METROPOLITAN BOROUGH OF ST. HELENS
TEMPORARY EDUCATIONAL PSYCHOLOGIST
Salary Scale £8,454 - £14,253
Applications are invited from fully qualified Educational Psychologists for this temporary post while the present holder is on maternity leave. The post is full-time but a part-time appointment will be considered.
An essential car user allowance is available.
Informal enquiries to Mr. C. Bradley, Principal *Educational Psychologist*, Educational Advisory Unit, Gamble Avenue, St. Helens, Merseyside WA10 6LR. Tel: St. Helens 22465.
Application forms and further details are available from and should be returned to Personnel Officer, Town Clerk's Department, Town Hall, St. Helens, Merseyside WA10 1RN. Closing date 16th September, 1983. (17595) 580000

Miscellaneous

AVON COUNTY
MULTI-CULTURAL EDUCATION CENTRE
Bishop Road, Bishopston, Bristol BS7 8LS
Required as soon as possible, Nursery/Infant Teacher with experience in multi-cultural education at the nursery stage. Scale 3.
Letters of application to the Headteacher by September 16, giving full details of qualifications, experience and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (17412) 660000

HAMPSHIRE
COUNTY INSTRUMENTAL TEACHING STAFF
Required from January 1984:-
1. Full-Time percussion teacher (Scale 2 or H.I.S.)
2. Full-Time piano teacher (Scale 1 or H.I.S.)
3. Full-Time guitar teacher (Scale 1 H.I.S.)
Burnham Scale or Hampshire Instructors Scale, according to qualifications and experience. Car essential.
Send large stamped addressed envelope to Head of County Instrumental Teaching Service, County Music Centre, Gordon Road, Winchester, Hants. SO23 7DD, for details and application forms. Applications to be returned by Friday, 23rd September 1983. (18531) 660000

LONDON SE25
Applications are invited for the post of LECTURER IN *BIBLICAL AND HISTORICAL THEOLOGY*. SPURGEON'S COLLEGE, LONDON. The successful applicant will be expected to prepare students for the College's Degree and Degree with Honours (C.N.A.A.) courses and play a full part in its wider vocational and Baptist ministerial training.
Applications close 31st October 1983. Further details from the Principal, Spurgeon's College, South Norwood Hill, London SE25 6DJ. (17383) 660000

Environmental Studies - free charts, leaflets, facts and figures on conservation, U.K. wildlife, habitat, country sports.
B.F.S.S., 59 Kennington Road, London SE1 7PZ. (17561) 660000

Wanted qualified PE male for London Gymnasium 01-747 1713 or 785 3025. (13792) 660000

LONDON
Part-time teachers of Italian, Arabic, Swedish, Turkish, Portuguese and Urdu URGENTLY NEEDED – Phone International School of London Crowndale Road, London NW1. 01-388 0459. 660000

Outdoor Education

CORNWALL
Superbly appointed student *field study activity centre*. Tel: 0579 62382. (54743) 680000

DEVON
SKERN LODGE OUTDOOR CENTRE
Multi-activity and specialist courses from £33. 1 : 8 free places. Run by teachers for discerning party leaders. Courses tailored to your requirements.
Write/phone, Skern Lodge, Watertown, Appledore, N. Devon. 02372 5992. (57695) 680000

DYFED
TY ISAF ACTIVITY CENTRE
Ideally situated in the Brecon Beacons National Park in an area of outstanding geological interest and beauty. Full-time centre for Field Studies. Multi-Activity Adventure weeks. U.V.P. & N.T.I. training schemes and courses for industry. Courses planned to suit your requirements through liaison with resident instructors. Activities include canoeing, climbing, caving, riding, orienteering etc. C.H. accommodation. Excellent food. Lecture/Assembly rooms. A.V. equipment. Free places for Leaders.
I.L.E.A. approved.
Details from B. Edmunds, Ty Isaf Activity Centre, Trapp, Llandeilo, Dyfed. Tel: 05588 22444. (59588) 680000

GWYNEDD
Required immediately. Long term temp. instructor qualified/experienced in mountaineering, climbing, canoeing and general activities for this well-established Outdoor Centre. Salary c.£2,000 per *annum, plus* full board and accommodation.
Send full details and applications to: The Warden, Plas yr Antur Outdoor Ed. Centre, Fairbourne, Gwynedd. (13791) 680000

MINERVA OUTDOOR VENTURES Leaders in Multi Activity Weeks for Schools. Send for colour brochure and details to Jeanie Robertson, Rhongyr Isaf Centre, Pen-y-cae, Swansea Valley SA9 1GB, Tel. *Abercrave* (0639) 730757. (95395) 680000

NOTTINGHAMSHIRE
COUNTY COUNCIL
NORTH NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION
LECTURER
Grade 1 £5,649 - £9,735
OUTDOOR PURSUITS
Required as soon as possible.
For full advertisement please see Further Education Section. Closing date 16th September, 1983.
An Equal Opportunity Employer. (17437) 680000

SOUTH DEVON
COURTLANDS CENTRE
Kingsbridge, S. Devon
School Journies, Field Course, Outdoor Pursuits - Coastal and Moorland. Comfortable, comprehensive facilities, good food, licensed bar. Free preview weekends.
Contact The Course Manager, Tel: 054 855 327. (17503) 680000

SOUTH WALES
Senior Instructors with an interest and potential for management required to join our team at Minerva.
Telephone Abercrave (0639) 730757 for details and application form (17899) 680000

WILTSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Deputy Warden required from 1st January, 1984 at Plas Pencelli Outdoor Pursuits Centre, near Brecon. Salary: Deputy Head Group 5 (£8,568 to £10,677).
Plas Pencelli is a well established Outdoor Pursuits Centre with a professional staff of 5 and caters principally for school groups from Wiltshire. Telephone enquiries with regard to the post to Mr. G. Batten (Tel: Llanfrynach (087 486) 241).
Application form and further details (s.a.e. please) from Chief Education Officer, County Hall, Trowbridge, Wiltshire BA14 8JC. RETURNABLE TO MR. BATTEN AT THE ABOVE ADDRESS BY THE 19th SEPTEMBER, 1983. (18544) 680000

MOUNTAIN VENTURES LIMITED in LLANBERIS: Courses designed from a wide variety of Mountaineering, Water, Adventure and Environmental Activities.
MOUNTAIN VENTURES LTD., Brecon House, Greenhill Road, Liverpool L18 7HQ (051-724 3732). (17525) 680000

N.T.I. Residential Courses. Telephone 0639 730757 for details of Minerva's South Wales Centre. (03588) 680000

Squilver Activity Centre for multi activity and field study courses. Lake and river canoeing, climbing, abseiling, archery, orienteering, riding, hillwalking, navigation, overnight camping and initiative tests. Leaders can choose their own programme. 1 free place per 10, central heating, drying room, darkroom, games room. YTS/NTI/UVP courses.
Brochure from Squilver Activity Centre, Ratlinghope, Shrewsbury, SY5 0SN. Tel: Linley (058861) 347. (03747) 680000

English as a Foreign Language

LONDON
London Study Centre requires Academic Assistant, must have full R.S.A. TEFL Certificates.
Please Telephone The Principal on 01-731 4565. (16803) 700000

NOTTINGHAMSHIRE
COUNTY COUNCIL
EATON HALL INTERNATIONAL
TEFL Training
A combination of Distance Learning followed by Residential Block for teachers or graduates leading to Preliminary Certificate in TEFL, Licentiate Diploma in TEFL (LTCL) or Diploma in TESP. Distance no problem.
Write for details to: The Registrar, Ref TEN10, Eaton Hall International, Retford, Nottinghamshire DN22 0PR or Tel: (0777) 706441. (17388) 700000

TEACHERS OF ESP/EFL
SLS (Directory) Ltd, the Professional Register of teachers of ESP, is interested in hearing from:
1. Teachers of ESP, particularly in Technical and Financial English.
2. Graduate teachers of EFL.
In both cases, candidates must have a minimum of two years' experience of teaching ESP and/or EFL together with relevant academic qualifications.
No charge is made for registering nor for eventual job placements.
Apply to: The Manager, SLS (Directory) Ltd., Crowmell House, 13 Ouleforth, York. (17290) 700000

COMMITTED Christian ... Temporary T.E.F.L. ... residential) at Christian ... lingua School, Elim Bible Co... lege, Capel, Dorking, Sur... RH5 5JE.
Apply Mrs. M.J. ... Head of Language ... (17515)

English as a Second Language

CALDERDALE
METROPOLITAN BOROUGH OF CALDERDALE EDUCATION DEPARTMENT ENGLISH LANGUAGE TEACHING SERVICE
Required immediately FOUR EXPERIENCED TEACHERS (Scale 1 + SSA) to teach English as a second language within the Authority's Primary and Secondary Schools.
Application by letter to the Head of Service, West House, King Cross Street, Halifax HX1 1EB, to be received within 10 days of the advertisement. (16810) ...

HOUNSLOW
PRIMARY ESL TEAM
Required for September 19.. Full-time experienced, ... *Infant trained teacher* ... appropriate qualifications ... RSA or Diplomas in TE... and/or experience in ESL ... join the Authority's ... Team. The successful ... cants will be expected ... work in one or two primary schools.
This is an opportunity ... work with a lively group ... ESL specialists, develop... approaches to language teaching and multi-cultural education.
LONDON ALLOWANCE £645 p.a. CLOSING DATE 19th September 1983.
Application forms available from and returnable to ... Director of Education, ... Centre, Lampton Road, Hounslow TW3 4DN. (s.a.e. please).
WE ARE AN EQUAL OPPORTUNITY EMPLOYER (17585)

Appointments Wanted

MATHEMATICS ... sciences ... Cambridge M.A. ... years experience ... 182 Kent House ... enham, Kent. (18...)

FRENCH TEACHER
French Teacher of English ... Secondary School would ... change linguistic help and ... ral. information with British ... league or other persons ... terested.

ART. Female Graduate Teacher. Excellent experience free September. TES ... Write Box No. ... Priory House, St. John's ... ECIM 4BX. (17591)

Physical Education Teacher moving to Farnham ... in Mid September ... *Teaching* experience ... Primary and Secondary ... Africa and Europe ... teaching/organising ... Surrey Area. Any ... considered. Tel: 0252 ... (17587)

SPANIARD, 39, and French wife, 25, teachers ... ences, would consider ... possibility of work ... Free now. BARDY ... Quihou, 64160 SAINT ... DE - France. (17404) ...

Tuition

LONDON
Individual tuition for all examinations, also remedial maths/reading tuition, All ... ing by qualified tutors. All London districts, Education ... Unlimited. 01-390 1312/01-390 4634.

Suffolk County Council

Suffolk County Library
SCHOOL LIBRARIANS
(Re-advertisement)
Scale 4: £6,264 – £7,005 per annum
Qualified Librarians preferably chartered are required ... appointments as librarians for the School Library Service to Middle Schools. These posts will be based at Ipswich, Lowestoft and Bury St. Edmunds (2). These posts carry essential car users allowances.
Further details and application forms may be obtained from the Administrative Officer, Central Library, Northgate Street, Ipswich, IP1 3DE (Ipswich 53561 ext 25). Please state preferred appointment. Previous applicants will be reconsidered.

Academic Director
Diplomatic Service Language Centre
The Centre provides in-house tuition in central London in French, German, and Spanish for members of HM Diplomatic Service, employing nine full-time lecturers and a pool of part-time tutors, and arranges tuition in other (mainly non-European) languages at educational establishments in the UK and overseas.
The person appointed to this newly-created post will advise on general language training policy, supervise its detailed implementation, assist in developing syllabuses and teaching and testing methods, supervise and assist in teaching, and administer the Centre and its staff.
Candidates, normally aged between 35 and 55, must have a good honours degree or its equivalent in languages or linguistics, a first-class knowledge of one or more West European languages in addition to English, and relevant teaching experience, preferably at the tertiary level. Knowledge of a non-European language or of linguistics, experience in TEFL or audio/visual training techniques, and overseas work experience would be advantageous.
Starting salary will be between £16,790 and £18,700, according to qualifications and experience. The appointment will be for a period of 5 years initially with the possibility of its being extended or made permanent.
For further details and an application form (to be returned by 30 September 1983), write to Civil Service Commission, Alencon Link, Basingstoke, Hants. RG21 1JB, or telephone Basingstoke (0256) 68551 (answering service operates outside office hours). Please quote ref: G/6047.
Foreign and Commonwealth Office

KING ALFRED SCHOOL
An independent co-educational progressive day school founded in 1898. The school has 400 pupils, aged 4–18 and is in six acres of its own grounds in North West London.
Bursar/Clerk to the Council
Applications are invited for this position from qualified bursars or experienced accountants with financial experience in a small or medium-sized organisation who have been accustomed to responsibility and acting on their own initiative. The successful candidate will be required to take an active *role in financial planning and management accounting, to* carry out the function of Clerk to the Council and to be responsible for domestic administration.
Salary will be negotiable from £13,000 plus benefits.
Interviews will be held in mid-October and the appointment will commence in January, 1984.
For further details and an application form please apply to: Mr F. J. Smith, Gabbitas-Thring Services Ltd., 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161.
Gabbitas-Thring

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